

Draft

Cuý a Secwapmeetsnám-kt!

Ra Secwápmeec ra sqwaqwluts

**A Secwepemc Language Package
for Grades K - 3
(Eastern Shuswap Dialect)**

by

Secwepemc Language Curriculum Committee
1996

Marianne Ignace, Editor

and

Clara Charlie, Sarah Deneault, Les Williams

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355 Yellowhead Highway
Kamloops, B.C.

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The 1996-97 Secwepemc Language Curriculum Committee included representatives from each of the seven Secwepemc Bands in District No. 24/73 thus representing the distinct dialects and speech communities within the area. Band-delegated representatives on the committee were:

Adams Lake Band	-	Mr. Lester Williams
Kamloops Band	-	Mr. Daniel Seymour
Little Shuswap Band	-	Mrs. Clara Charlie
Neskonlith Band	-	Mrs. Sarah Deneault
North Thompson Band	-	Mr. Louis Matthew
Skeetchestn Band	-	Mrs. Christine Simon
Whispering Pines Band	-	Mrs. Marie Antoine (Bonaparte Band on behalf of Whispering Pines)

The working sessions of the Secwepemc Language Curriculum Committee and the writing of this Secwepemc Language Package, as well as the Integrated Resource Package which accompanies it, were facilitated by Dr. Marianne B. Ignace.

Jessica Baker drew the illustrations which follow the Secwepemc Language Content section of each unit.

Yirí7 skukwstép-kuc !

Table of Contents:

Introduction:	4
Objectives of this Secwepemc Language Package	4
The Process	5
Goals and Objectives, K-3 Secwepemc Language Program....	6
Rationale	6
Approach	7
Method of Instruction	7
Classroom Routines	8
Thematic Units	9
Unit 1: Ra sxetaqs: Introductory Unit.....	9
Ma7 xila-kp! Commands for the Classroom.....	14
Stam̓i k tsuwets ra tmicw? The weather.....	19
Ma7 xyana-kt ra magca: The Secwepemc Calendar.....	19
Unit 2: Ma7 alkstmenta ra sxyana: Secwepemc Math.....	45
Unit 3: Ra swawla Fishing.....	42
Unit 4: Ra spixa Hunting and Wild Animals.....	68
Unit 5: Ra Secwepemc ra stsillens Traditional foods.....	85
Unit 6: Le q'7ases te tsetsitcw ell pyin te tsetsitcw: Dwellings of People and Animals.....	104

Unit 7	Ra ntsawa7	
	Myself.....	114
	Ra suwanc: mybody.....	118
	ra stastita7t: clothing.....	118
	Ma7 atsxamin-ka: looking after myself.....	121
Unit 8:	Ra kw'saltkten	
	My Relatives and Family.....	136
Unit 9:	Ra tmicw-kt:	
	The Community and its Surroundings.....	143
Unit 10:	Ra sama7 ra tmesca7s all ra spipyuy7as	
	Farm Animals and Ranch Activities	148
Unit 11:	Ra s7a7llq all ra skw'anllq	
	Plants and Plant Gathering.....	158
Unit 12:	Ra setsina all ra sllekmawes:	
	Traditional Song and Game.....	166

Introduction:

Objectives of this Secwepemc Language Package

Along with the Integrated Resource Package developed for the K-3 Primary Secwepemc Language program in School District No.24, this Secwepemc Language Package will help the children of the three Secwepemc communities in the Chase area, and other aboriginal and non-aboriginal children of the area, learn their language through daily instruction provided at the local public Elementary Schools, as well as the local Band operated school. This Secwepemc Language Package provides a guidebook for teachers on what to teach and in what order to teach Secwepemc language at the Early and Late Primary levels. As a curriculum guide, organized according to a set of 12 thematic units suitable for the K-3 level, it lists locally appropriate and useful language content (vocabulary, phrases and sentence patterns as well as expressions) for each unit. It also provides goals, objectives and rationales for each unit, along with learning outcomes, a list of suitable teaching strategies and activities, and a list of learning resources. Further learning resources for these and other thematic units will be developed in the future. Secwepemc language teachers are also encouraged to use, make and find further local resources. Besides the general assessment strategies given in the accompanying Integrated Resource Package, each thematic unit also gives suggestions for unit-specific assessment strategies. In addition, this Secwepemc Language Package provides a list of illustrated materials which can be used as hand-outs and for other classroom purposes by the teacher.

The Process:

This Secwepemc Language Package is developed from three earlier versions of Secwepemc Language Curriculum Guides: The Savona School and Skeetchestn Band School Secwepemc Language Curriculum Guides (1993/94 and 1994/95), and the Bonaparte Band and School District #30 Secwepemc Language Curriculum Guide. The Secwepemc Language Curriculum Committee would like to thank Skeetchestn and Bonaparte Bands for permission to use these Guides in developing the present one. In order to develop the present Secwepemc Language Package, the members of the Secwepemc Language Curriculum Committee, all of whom are fluent speakers representing their communities, reviewed the list and sequence of K-3 thematic units together with Marianne Ignace and Mona Jules. We also reviewed and revised the goals and objectives, learning outcomes, learning resources, learning activities and suggested assessment strategies of each thematic unit. Most importantly, we reviewed, for the dialect and speech of each one of the seven communities, the Secwepemc language content of each thematic unit, including all words and phrases.

This Secwepemc Language Package will be issued in five versions, one for each of Skeetchestn, Kamloops, Whispering Pines (Clinton) and North Thompson, and one for the three communities in the Chase area (Adams Lake, Neskonlith and Little Shuswap).

Goals and Objectives, K-3 Secwepemc Language Program:

Through the Secwepemc language program, the children from the Chase area, and other aboriginal and non-aboriginal children from the area, will learn to appreciate the linguistic and cultural heritage of the Secwepemc, in particular that of the Eastern Secwepemc people. However, beyond appreciation, we see this language program as the first step in the process of reintroducing the language to the younger speakers of the community, and eventually to produce Secwepemc/English bilingualism in the community's children and younger adults. This, by necessity, will go hand in hand with efforts to reintroduce the language and promote its use which will go on in the family, reserve community and in adult education.

Our goal is for the children from the area to be introduced to understanding and eventually speaking their elders' Secwepemc language. The initial focus will be on comprehension, with expression (speaking) as a secondary goal. We also see the language as a key to the children learning about Secwepemc culture and values. In a holistic way, the teaching of the language must address the social and cultural needs, personal needs, as well as educational and academic needs of our children and our community.

The focus on the language program will be on the children learning functional language in everyday settings, as well as expressions, terms and phrases relating to traditional Secwepemc activities and values, such as hunting, fishing, plant gathering, family and kinship, the community and geography of the area, self and others, material culture, dancing and singing.

Rationale:

Our aboriginal language contains the essence of our culture. For many generations, our culture, our philosophy, our humour and our ways of interacting with one another have been expressed through the language. As a result of the devastating impact of colonization, in particular the residential schools, the Secwepemc language is in danger of extinction. In Adams Lake, Neskonlith and Little Shuswap, as in many other aboriginal communities of the Interior, it is rarely spoken by people other than elders, and the latter only speak it when among one another. With few exceptions, no young or even middle aged people speak Secwepemctsin,

although a number of adults understand it quite well. The elders of the Secwepemc Language Curriculum Working Group see this intensive primary language program, combined with community efforts to reintroduce the language, as a vital and necessary step towards preventing the extinction of our language.

Approach:

This Primary School curriculum for the Secwepemc language emphasizes an **oral approach** to the language. Besides vocabulary and phrases which feature traditional cultural activities and values, students will be introduced to a range of vocabulary and expressions which are part of everyday functional language, including those which emphasize and enhance general learning expectations at the primary level. While literacy (reading and writing the Secwepemc language) is not a specific learning outcome of the primary grades, the students will be gradually introduced to the written form of the language through written labels used in the classroom, in the resource materials, and in materials from this Secwepemc Language Package. This package, then, will present mainly visual materials (drawings and photographs) along with some written language which will stimulate and assist the students in learning and practicing Secwepemtsin.

The materials are arranged in order of thematic units. These thematic units roughly follow the traditional seasonal round of the Eastern Secwepemc people, and are also in somewhat progressive order. The language materials for the units, along with illustrations which can be used as hand-outs in class, are accompanied by a listing of learning outcomes, resources available for these units, and suggested activities. The Secwepemc K-3 Integrated Resource Package will furthermore list the learning outcomes, resources, teaching strategies and suggested assessment strategies.

Method of Instruction:

The method of instruction for Secwepemtsin K-3 will involve **partial immersion**: throughout the daily period of instruction (about 50 min.), the teacher(s), who will be one or more fluent speaker(s) of the Secwepemc language from the local community, will speak only Secwepemtsin with the students. In addition, on a weekly basis, elders, parents and other community members who speak the language or have an interest in it, will visit the classroom and share their knowledge with the children. A daily classroom routine will be established, which will include

a combination of singing, greeting, a Calendar Routine, a Total Physical Response (TPR) session by way of games; and further TPR activities through teachers' commands and demonstrations, show and tell, stories, games and crafts. On a daily or at least weekly basis, records will be kept in the form of lesson plans. As part of the overall assessment procedure, teachers are encouraged to keep check-lists of student progress in following instructions and commands given in Secwepemctsin.

Classroom Routines:

Together with on a selection from the above thematic units during the school year, a number of everyday routines will be established which include:

- 1) Morning Prayer or Welcome Song
- 2) Calendar:
 - seasons and events in nature
 - weather
 - months
 - days of the week
 - telling time
- 3) Games like "tsut re Simon" ("Simon says") or "Pancho Comancho" (see B. Segal, Teaching English Through Action) to teach basic commands.
- 4) Showing objects and demonstrating activities and giving commands/instructions to teach comprehension, vocabulary and sentence patterns.
- 5) In addition, the following activities can be rotated throughout the week:
 - story time
 - show and tell by students or elders;
 - Secwepemc math time (see Math Unit, p.) - can be done daily or about 3 times per week, or partially integrated into quiet activity time.
 - making things and workbook time (colouring, labelling, cut and paste, drawing, painting; working on activities in hand-outs, Secwepemc Language Package). This will be quiet activity time, but children will be supervised by the language teacher and aid or parents/grandparents and **will be spoken to in Secwepemctsin, as well as encouraged to express themselves in Secwepemctsin;**

- singing and drumming time
- learning centre time (language master; audiotapes, videotapes, and other language learning aids suitable for primary age).

In our experience, it is difficult to integrate those primary curriculum thematic units which do not relate to aboriginal culture (e.g. dinosaurs, whales, exotic animals) into the Secwepemc language curriculum. School District No.24 teachers are therefore encouraged to integrate thematic units which are relevant and meaningful to Secwepemc culture into their choice of thematic units for the year.

1. Resxetaqs: Introductory Unit (Unit 1)

Everyday commands and expressions through games, songs and exercises.
Establishment of classroom routines and daily calendar routines;
Review and assessment of student skills in Grades 1-3

1. Unit Objective:

This introductory unit will introduce the children to:

1. The classroom routines and their sequence, including Calendar Routine (calendar season and month, weather) Total Physical Response games and routines, other games, show and tell, centres, crafts, etc.
2. a certain number of commands that are important for carrying out the lessons in Secwepemc;
3. Greetings, introductions, simple ways to ask questions about people and objects;
4. Pointing words (deictics) and some nouns;
5. Numbers 1-10

This unit provides an introduction to the above words and phrases. All of them will be routinely used throughout the year. Therefore, the emphasis is on presentation of, rather than mastery over, the language content.

2. Rationale:

The above expressions and vocabulary are essential for conducting instruction in Secwepemctsin. They provide the students with the very basic vocabulary for asking and answering questions about objects and people, identifying them, greeting one another and elders, and following the teacher's instructions.

3. Learning Outcomes:

After this unit, it is expected that students will:

- * understand and follow at least 10 commands accurately;
- * count from one to five in Secwepemc and understand numbers 1-10;
- * identify number of objects up to ten (five for K-1);
- * say and respond to Secwepemc greetings and questions about name;
- * understand three pointing words (yi7ene, yirey, yiri7);

- * understand the terms for at least 5 objects in the classroom;
- * be able to say their name when prompted in Secwepemctsin

6. Suggested Instructional Strategies:

- open the day with a Greeting song (e.g. "Weytk" Song) or a prayer in Secwepemctsin.

Follow this daily with the Calendar Routine:

- With the weather charts/posters, teacher asks daily what kind of weather it is, then sets dial on weather chart and repeats kind of weather along with children.
- the same is done for season, month, day of the week on a daily basis;
- after the children get used to the routine, one child can be selected daily as a helper (**knucwten** or **knucwma**).
- Bring plants/items into classroom and/or take children for outings to talk about seasons (e.g. fall - fallen leaves, winter - snow and ice; spring - fresh plants/flowers; summer - berries, swimming, etc.);
- dress the seasons tree; have children do this and comment on the season, e.g. What colour are the leaves on the tree?
- Have a daily routine of 5-10 min. **Total Physical Response** exercises with commands; this can also include: pointing at objects, asking questions about these objects, handling objects and having children see, feel and touch, hear and smell objects.

The above are followed by either of or a combination of the following:

- **Show and tell:** invite students (taking turns) to bring an object and ask kya7a or sle7e at home what it is called. Have them talk about it in class, or better yet: bring kye7e into class.
- **Storytime:** teacher can tell a story verbally, or invite an elder into class to share a simple story (preferably using Secwepemctsin). Or: read and show an English language early reader book to the class. Or:

adapt some local stories in Secwepemctsin, have someone illustrate them and laminate them as large books.

- **A Song:** a translated nursery rhyme can be used here (e.g. kw'oyi7sa te skek'i7 ("eensy weensy spider"), w7ac lu7 te kya7a ("there was an old woman who swallowed a fly").
- **Arts and crafts:** this includes 15-20 minutes of supervised crafts, drawing, painting, colouring, where the students' work is commented on by the teacher (individually or in small groups) as they are working on their projects.
- **Centres Time:** the learning centres in the primary classroom can be adapted to include Secwepemc centres time. This might include: language master and/or tape-recorder centre; Secwepemc book (+tape) centre, play-centre (where children are supervised by the teacher or aid speaking the language to them).
- The **end** of the lesson should be marked with a song, .e.g. the "kukwstsamc" song.

7. Learning Resources:

- ⇒ Illustrations of Secwepemc Language Package;
- ⇒ Songs on Ethel Billy Tape/Song Book by SCES;
- ⇒ Nels Mitchell tape (from SCES);
- ⇒ seasons chart (can be adapted from primary level seasons chart);
- ⇒ flashcards with weather words and pictures;
- ⇒ illustrated language master cards and language master;
- ⇒ Objects that can be counted - see also math unit;
- ⇒ SCES Counting Book;
- ⇒ English language story books that can be told in Secwepemctsin;
- ⇒ Weather charts and season charts;

- ⇒ birthday chart;
- ⇒ a calendar chart (can be adapted from English language calendar) or made from scratch with each month/ or with month names/pictures which can be tacked on);
- ⇒ weather outside and nature; nature walks to point out (in Secwepemctsin) changes in seasons;
- ⇒ leaves, plants, scissors, glue, etc. Make pictures of leaves in fall; pressed flowers in late summer or late spring; cut out snow flakes.

8. Suggested Assessment Strategies:

- ◆ Observe students as they are carrying out TPR commands, do check-list of students carrying out TPR commands (see Berty Segal, Learning English Through Action);
- ◆ keep collection of children's art work and of completed hand-outs.

8. Language Content

(Vocabulary, phrases and expressions):

A Note for the Teacher:

The following words and expressions will be taught and used **orally** in the classroom. While the children may be exposed to written language on charts, posters, flashcards, language master cards and labelled objects, the learning outcomes at this grade level involve only oral comprehension and some expression (speaking) in words and short phrases. Children are not assessed on reading or writing skills.

The lists of words and phrases for this unit and for all following units are examples and give a range of phrases identified by the Secwepemc language curriculum working group as useful and locally appropriate. The Secwepemc language teacher may add further terms or expressions, or substitute some terms and expressions for the ones listed below.

Following the listing of the language content is a set of illustrated pages which repeat the vocabulary and give examples of phrases and expressions. Teachers can use these as hand-outs for colouring, for show and tell, and for assessment purposes.

a) Ma7 xila-kp! Everyday Commands:

(teachers will use singular forms (-ca or -a ending), or plural forms (with - cwiya ending)

k'elañema/k'elañacwiya - listen (one/many)
 tukwtukwta/-cwiya - be quiet
 amuta/lleqelcwiya - sit down (one/many)
 ast'iilca/-cwiya - be still
 ts'elilca/cwiya - stand up
 pelita/-cwiya; stsilca/cwiya - lie down
 kectsama/kectsamiya - give me...(something)
 alk'wate/alk'watiya - put it away
 tsxwante/tsxwantcwiya - come here
 tskwanta/tskwantcwiya - bring it here
 k'uwetama/k'uwatacwiya - walk
 nagwelca/cwiya - run
 cwu7tsa - more; again

b) Greetings, Etiquette and Introductions:

waytk/waytkp - hallo (to one/many)
 pútucw/pútucwiya - good bye (to one/many)
 táh7ah - no
 má7a - yes
 cuý a...- let's.....
 yiri7 ra sla7s - that's good
 yiri ra sxaxá7s - that's smart
 ma7 wíktsi / ma7 wíktelma - I'll see you (one/many)
 kukwstsám - thank you
 kwá7a - here you are (when giving someone something)
 swáti7 ka7 skwast? - what's your name?
 _____ ra skwast - my name is _____
 telhá7a k st'7ákucw? - Where do you come from?
 te (Sk'atsín Cstálen, Qw7áwt) ra st'7ákwa - I come from
 Neskonlith Reserve, Adams Lake, Little Shuswap.

c) Some Pointing Words:

yi7ána - this
 yiráy - that (close to person spoken to)
 yirí7 - that over there

d) Nouns:

Some ideas for terms and objects around the classroom are:

letáp - table
 ts'elcwílap - chair
 q'imáka7 - pen/pencil
 pumín - drum
 cllúqwma7 - cup
 stsqa'y - paper
 speqwaítcwu - book
 skwi7áya - doll

In addition, stuffed animals (e.g. sqwlaqs, sqáxa, pus, snína) or other toys can be used.

e) Numbers :

nek'ú7 - one
 sesála - two
 kallás - three
 mus - four
 tsilkst - five
 teq'mákst - six
 tsútsllka7 - seven
 nekw'7ú7ps - eight
 tallenkúk'7a - nine
 úpekst - ten

Sentence patterns:

Stámi yi7ána? (yiráy, yirí7) - What's this (that, that near you)?

____ yi7ána (yiráy, yirí7)- this (that; that near you) is a _____

Swáti7 yiráy? - Who is that (near you)?

Swáti7 yirí7? - Who is that (over there)?

Swáti7 yi7ána? - Who is this ?

_____ -a yi7ana? - Is this a _____

_____ -a yiri7 ? - Is that a _____

(Teacher prompts answer with **ma7a** or **tah7ah** - yes/no)

kectsáma ra/tek _____ ! - give me the/a _____

álk'wata ra7 _____ put away your _____

Calendar Routine:

1) The Secwepemc Calendar

Long time ago the Secwepemc had their own calendar. An annual seasonal round, termed **swuct** ("snow") consisted of thirteen months or moons (**magca**), with the month names derived from the activity people were carrying out at that time of the year or the characteristics of the weather or nature at that time. The annual seasonal cycle started with the late fall month, **Pellc7allcw7úllcwten**, the "entering month", when people first entered their **c7ístkten** or winter underground home, and ended with **Pesllwálsen**, the fall-month, when people hunted and trapped game in the mountains. Here are the names of the thirteen lunar months in the Secwepemc Calendar.

1. **Pellc7allcw7úllcwten** (November)- "entering month"

Yi7ána temágca m-c7allcw7úllcwes ra Secwápemc ne c7es7ístktenš.

2. **Pelltetaq'em** (December) - "cross-over month"

M-taq'mes ra mágca ra m-yaws ri7 re syectwílcs ra sitq't. Yiri7 lu7 m-ts7ácwes re Secwápemc, m-yaws ri7 re stit'áys. M-la7s re stscatás ra c7es7ístktenš. Necwatás lu7 testsmámelt ra stsagwáyas ra stet'ex7áms.

3. **Pell7amtmiñ** (January) - "stay at home month"

Yi7ána te mágca m-k'iyáyes re tmicw, yiri7 re m-ta7ews put k stp'a7lláxwes ra Secwápemc te c7es7ístktenš

4. **Pelltsipwa7ten** (February) - "cache pit month"

Ts'ellte-úwi ay e sq'7as-úwi e spíxas, re m-yaws ri7 t'ucw re m-all7íllens stámi es el7ákw'ems ne ctsípwehtens.

5. **Pellsqápts** (March) - "spring wind"

Yi7ána temágca ra tsimt ra swuct ne ctsetám. M-tsátskw'as te sgwígwla ne setátkwa. M-yaws ri7 ra snesnás tepásellkwa e syáwas tepísell.

6. **Pesll7awten** (April) - "melting month"

Yi7ána temágca ra tsimtes xwexwáy't re swuct, yem ell ne sqeltús. M-píxmes te xwlácka ne sqeltús. M-wáwlas tepísall ra stet'ex7ám.

7. Pell7á7llqten (May) - "digging month"

Yi7ána temágca m-yaws ri7 re s7á7llqs re Secwápemc te skwakwína all te tsáts'elq, all ra m-t7íqw'eíqwmes. M-yaws ri7 re snesnás tetqaltk es yáwa tepísell.

8. Pelltspántsk (June) - midsummer month

M-yaws ri7 re sp'ams te sxúsa. M-ménipmes te kekásu7 ne setátkwa, all m-qw'entáses ra kekásu7 ne tswac.

9. Pelltqwelqw'áit (July) - "getting ripe month"

M-tqwelqw'áites xwexwáyt re speqpáq: ra speqpáq-úwi, ra tqítq'a, ra wenáx, re sesáp. M-yaws ra sqw'láwems re Secwápemc.

10. Pesqelqlálten (August) - "many salmon month"

M-yaws ri7 ra swáwlas tesqlálten all m-yaws ra scwík'as teswáwll.

11. Pelltamllík't (September) - "spawned out"

M-yaws ra spíxas all re sk'ácas ra Secwápemc.

12.-13. Pesllwálsten (October) - "abandoning month"

M-yaws ra spíxas all ra sk'ácas cú7tsem, ell m-yaws ra sk'ápas. M-yaws re stscatás ra c7ístkteñs all ra ctsípwen'tens.

2. Seasons:

sqapts - spring
 skelúlecw - summer
 sllwálsten - fall
 s7istk - winter

3. Days of the Week/ Day words:

nekw'ásq't - Monday
 selásq't - Tuesday
 kallásq't - Wednesday
 mesásq't - Thursday
 tselkstásq't - Friday
 teq'mekstásq't - Saturday
 xetspásq't - Sunday

pyin te sitq't - today
 paxyáwt - tomorrow
 nek'ú7 te xetspásq'et - one week
 nek'ú7 te mágca - one month
 nek'ú7 te swucwt - one year
 le paxyáwt; ne paxyáwt - yesterday
 kw'ellpaxyáwt - day before yesterday
 Ma7 kána-kt pyin tek sitq't? - What are we going to do today?
 Ma7 kána-kp paxyáwt? - What are you (pl.) doing tomorrow?
 M-kána-kp lu7 ne paxyáwt? - What did you do yesterday?

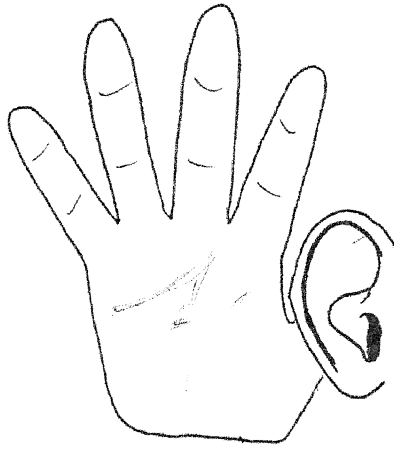
4. Weather Words and Phrases:

Stámi k tsúwets ra tmicw? - What is the weather like?
 ts'kána ra tmicw? - What kind of weather is it?
 swucwt - snow
 w7ec ra wúcwtes - it is snowing
 klláksta - rain
 ac ra kllákstmes - it is raining
 sagwsás - sunny
 snawt - wind
 ac ra nāwtes - windy
 nanútes - breezy
 stseslóisa - hail

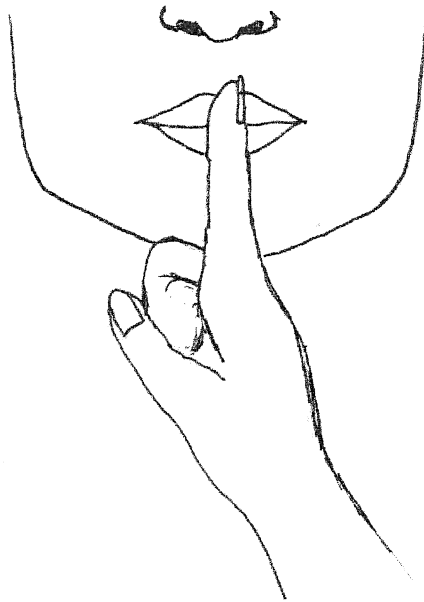
spút'ent - foggy
 tktatámt - overcast
 taqt'íqt - clouds
 st'íqt - sky
 kik'yáy ra tmicw - it is freezing cold
 ts'allt ra tmicw - it is cold outside
 xiyáp ra tmicw - it is hot outside
 cts'alltám - it is cold inside
 qwetstám - it is warm inside
 skwákw'7as - sun
 mágca - moon
 sekúsa7t - star
 sk'úlenst - rainbow

5. Birthday/Age

sitq't te k'últes - birthday
 kw'enlltyánacwu-k? - how old are you?
 melltyánacwu - four years old
 melltyánacwu-ka - I am four years old
 tsilkllyánacwu - five years old
 tsilkllyánacwu-ka - I am five years old
 teq'maklltyánacwu - six years old
 teq'maklltyánacwu-ka - I am six years old
 tsutsllktyánacwu - seven years old
 tsutsllktyánacwu-ka - I am seven years old
 nekw'7u7plltyánacwu - eight years old
 nekw'7u7plltyánacwu - nine years old
 tallenku7pstyanacwu-ka - I am nine years old
 upekllyánacwu - ten years old
 upekllyánacwu-ka - I am ten years old



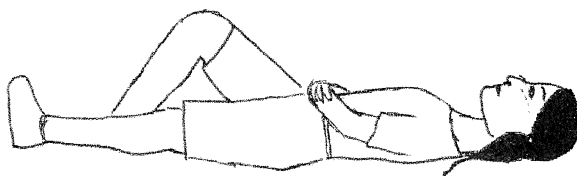
k'eláñama



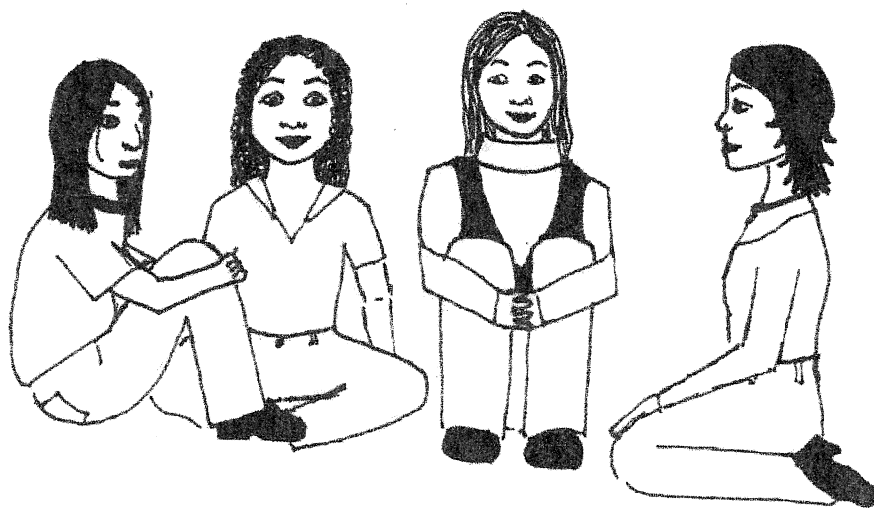
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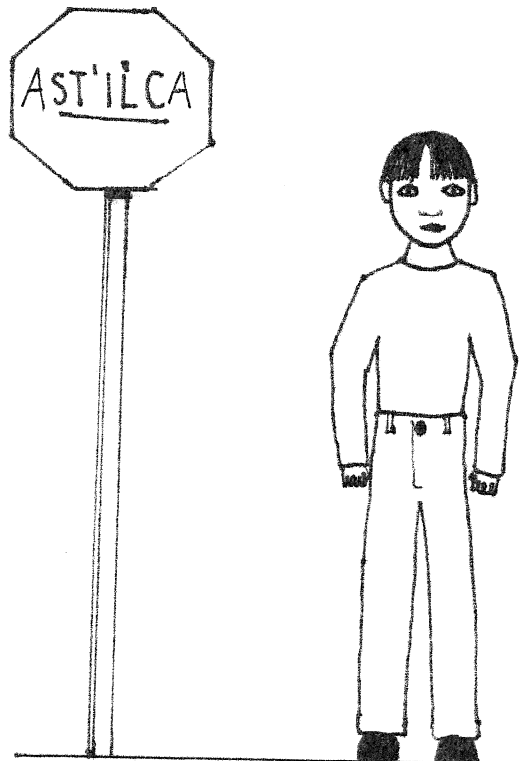
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stsílca / palíta



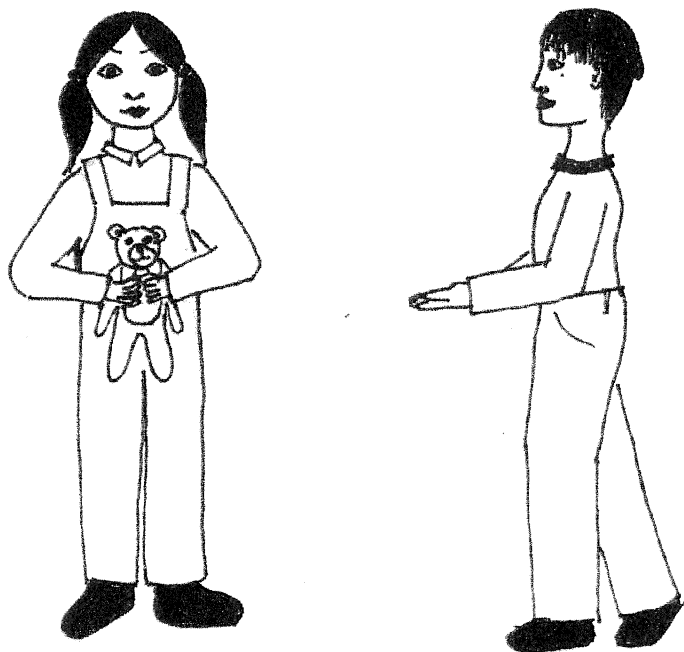
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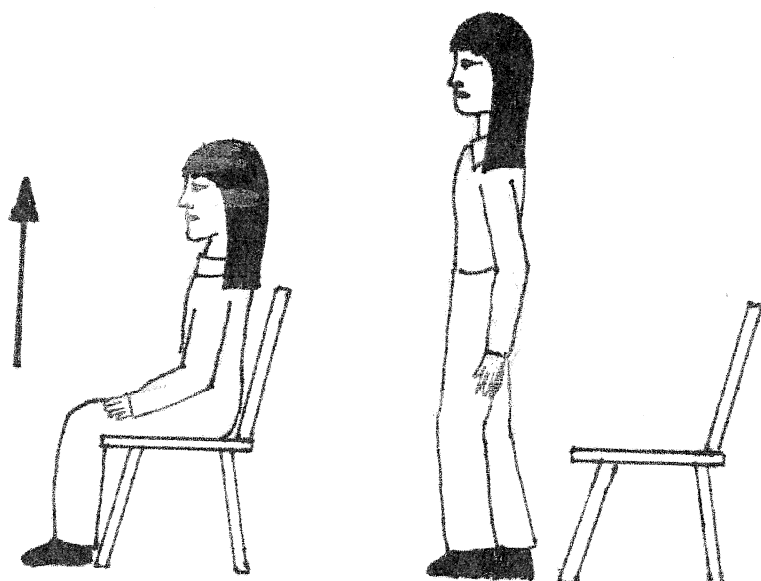
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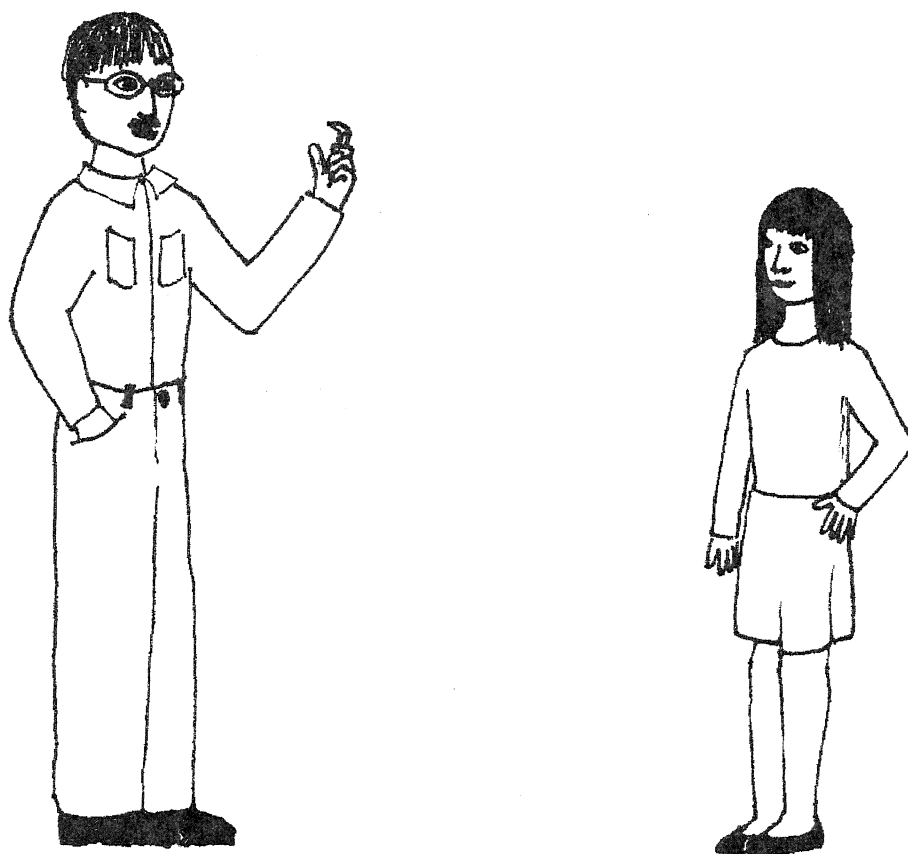
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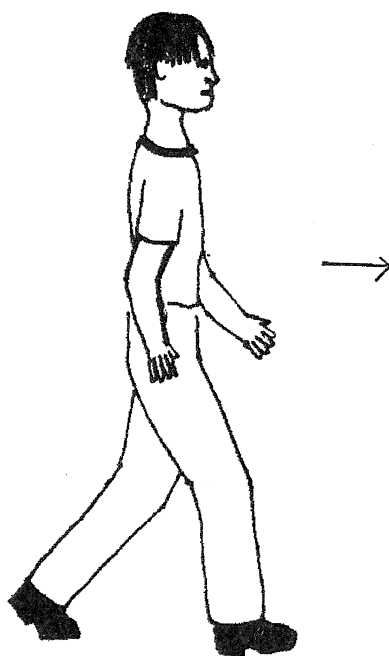
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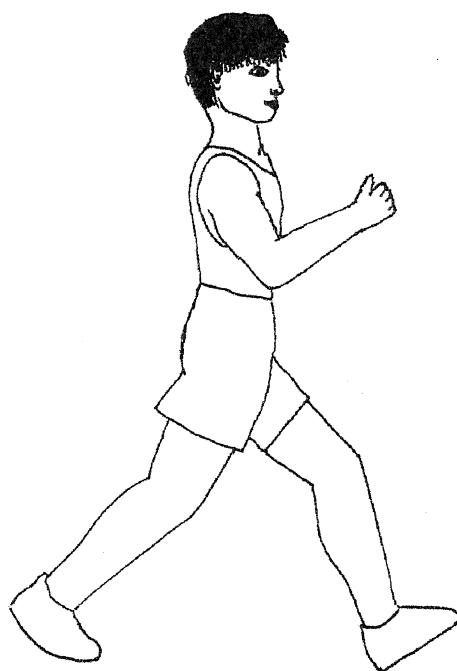
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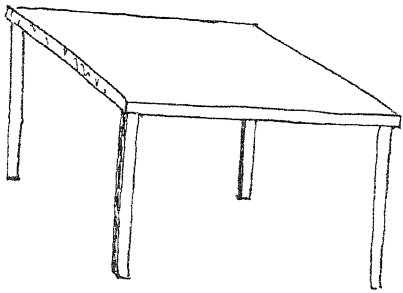
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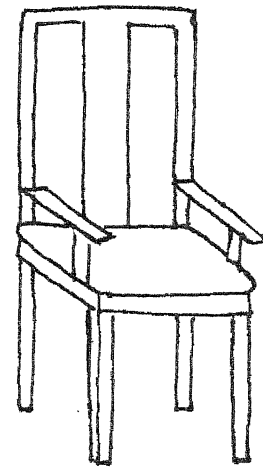
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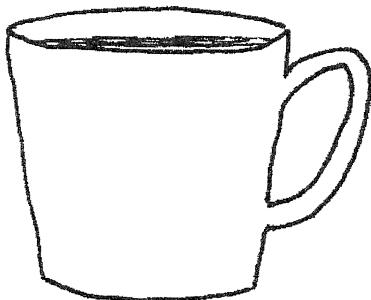
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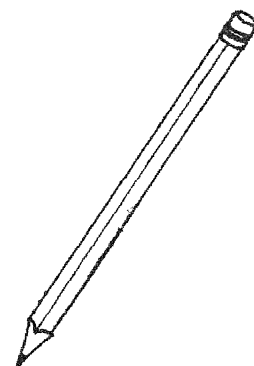
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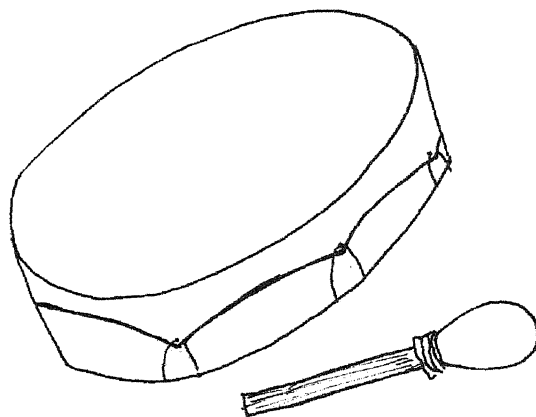
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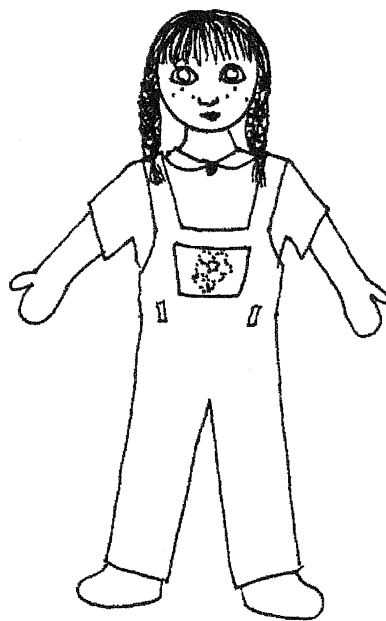
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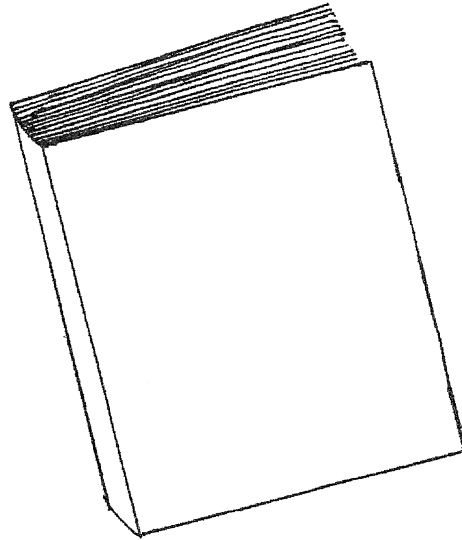
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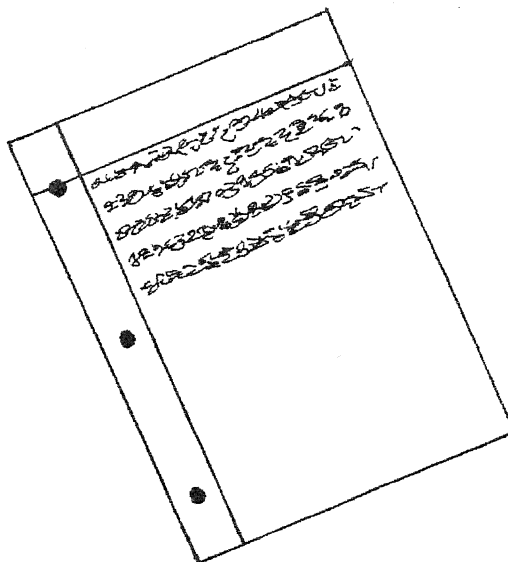
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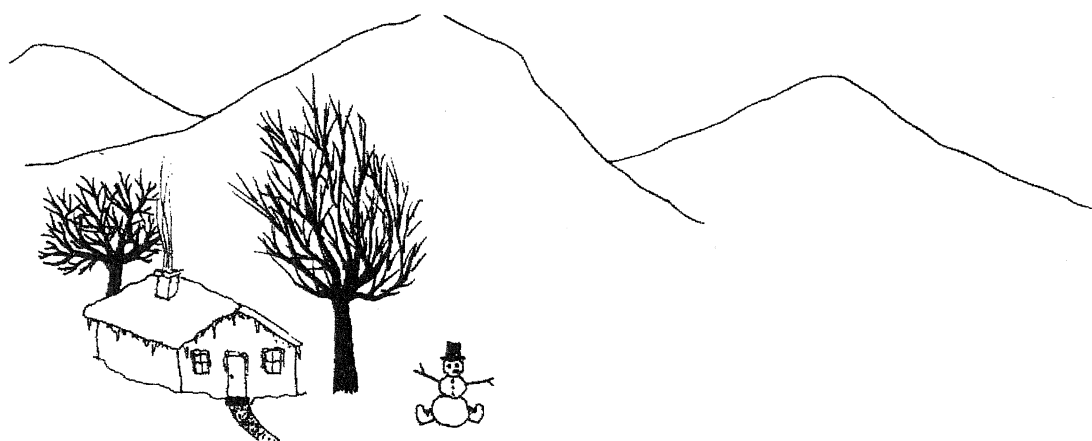
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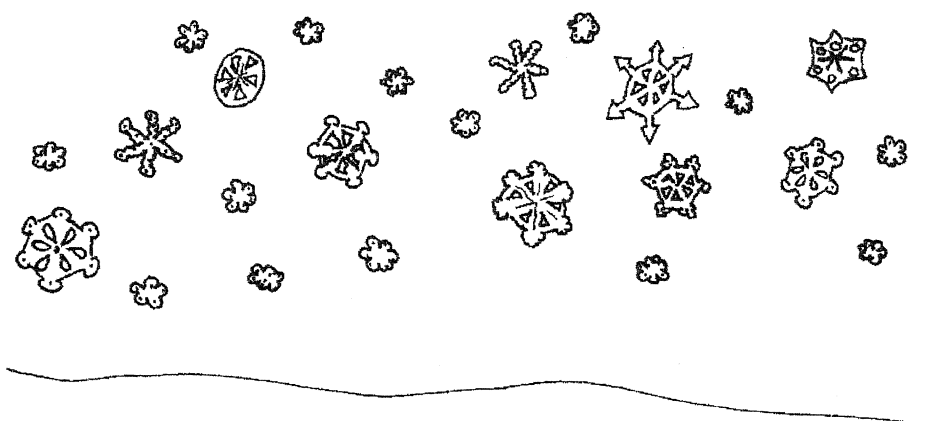
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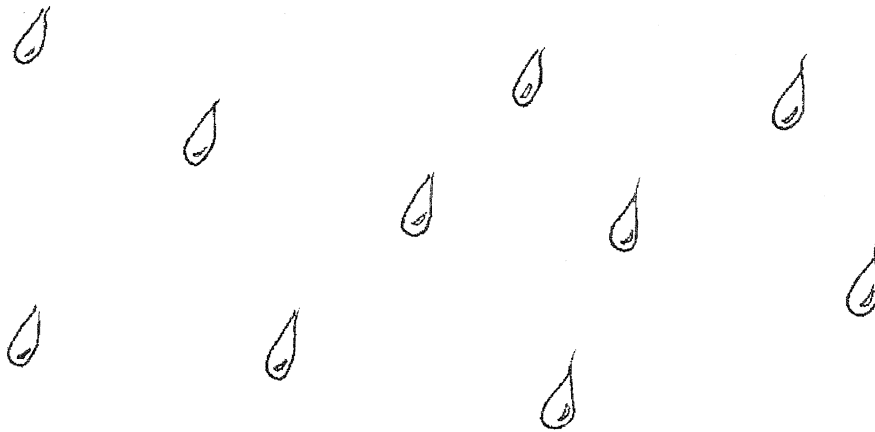
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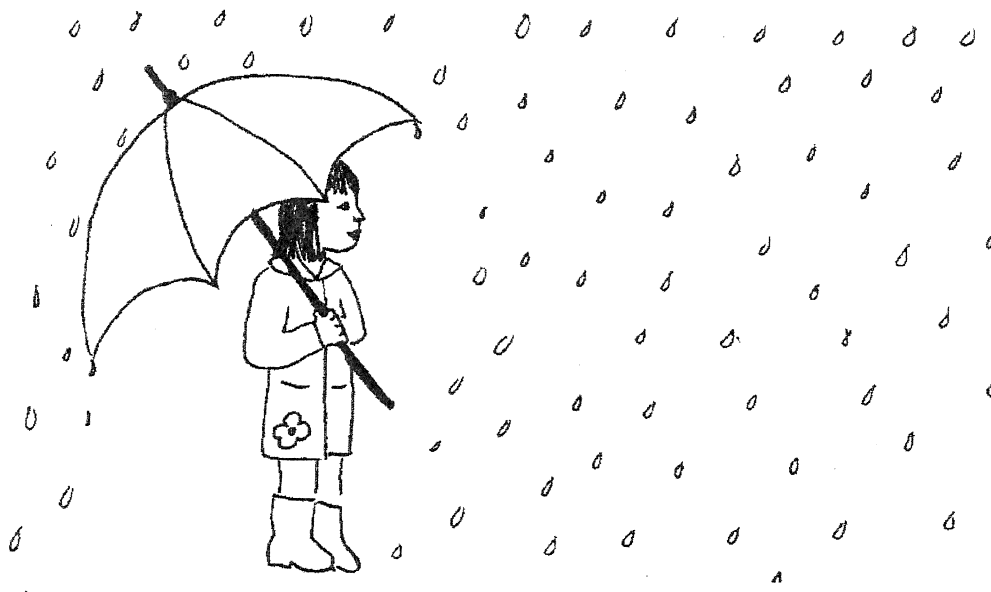
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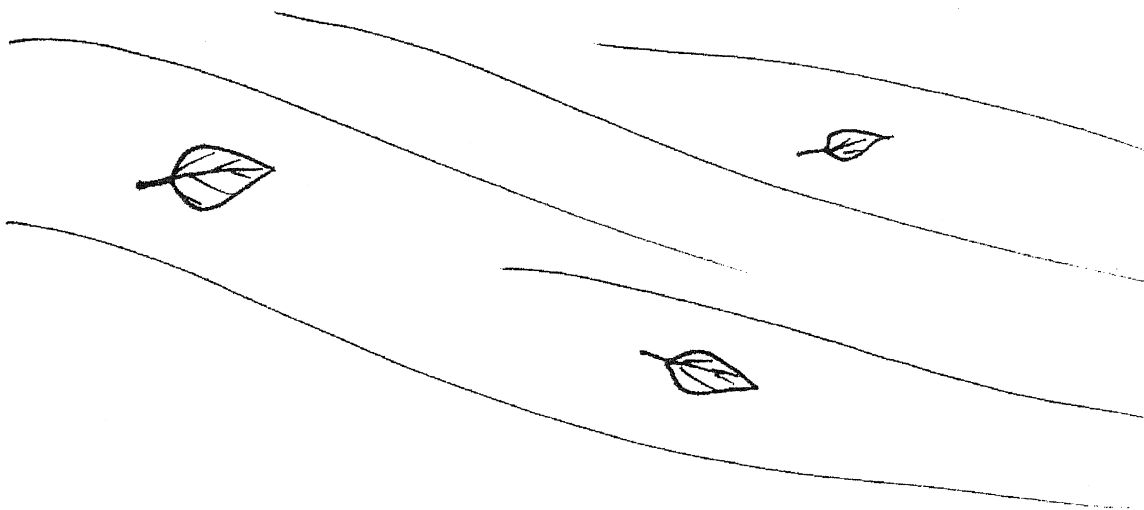
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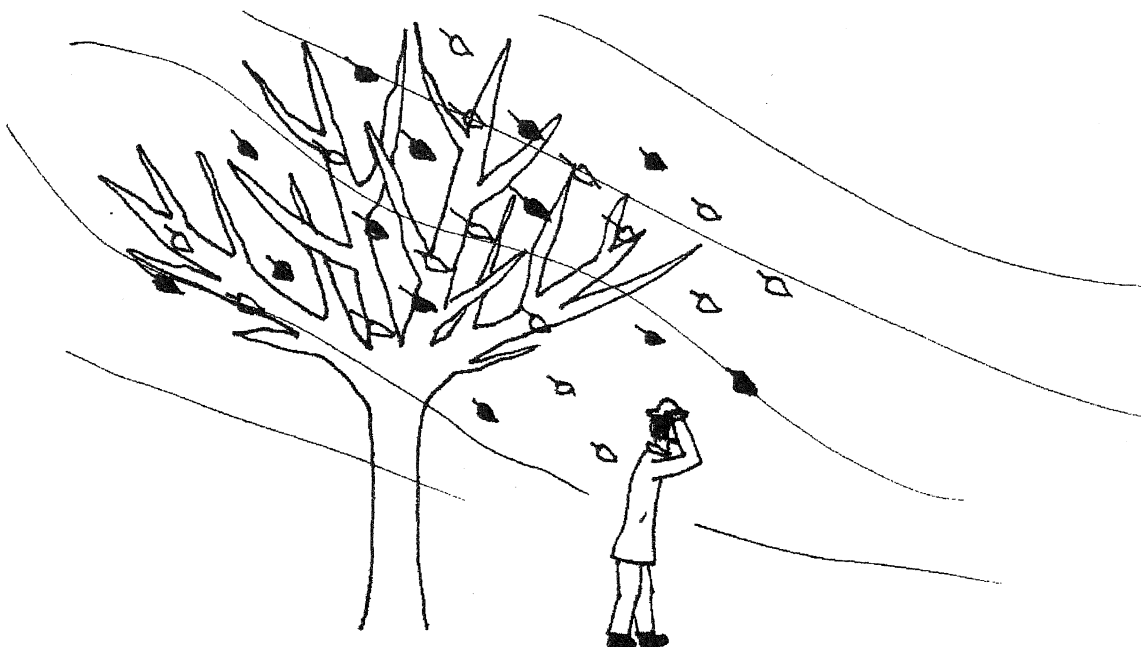
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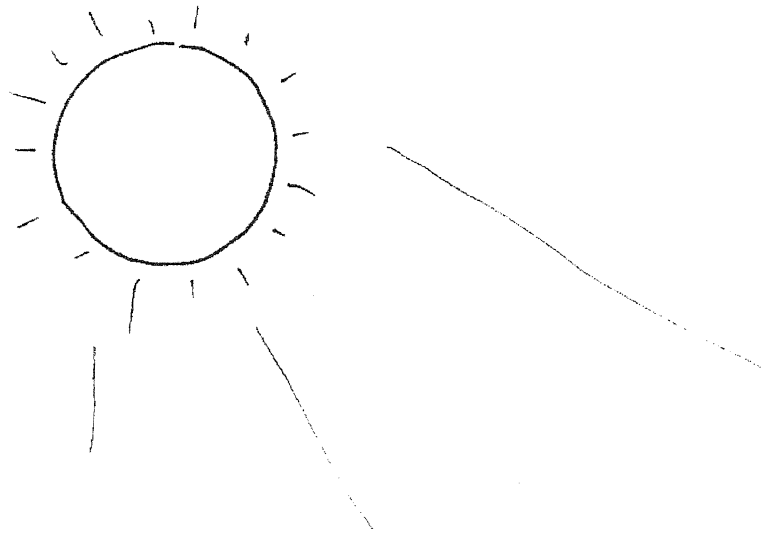
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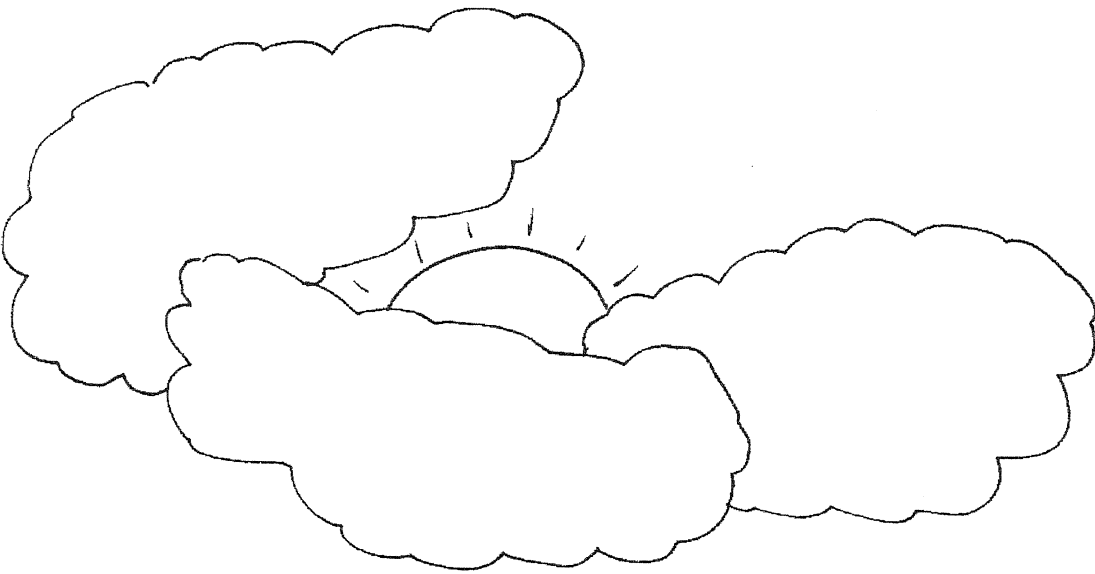
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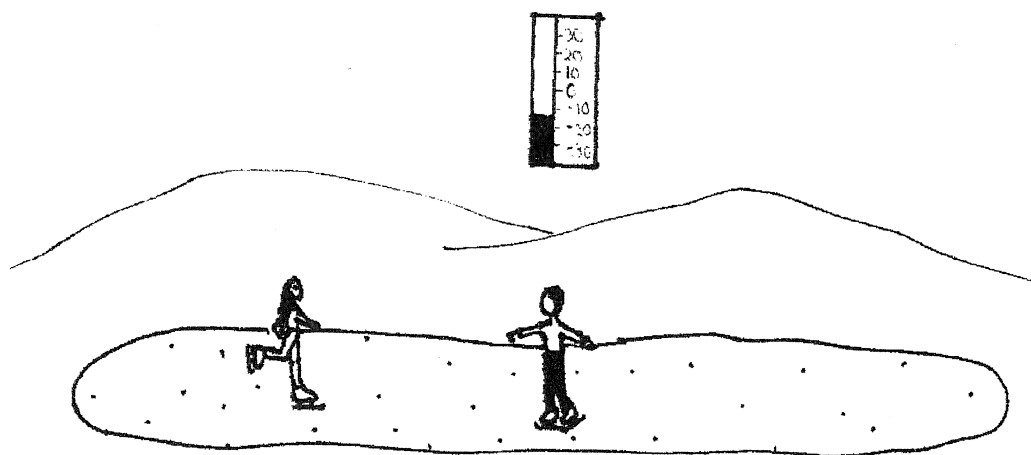
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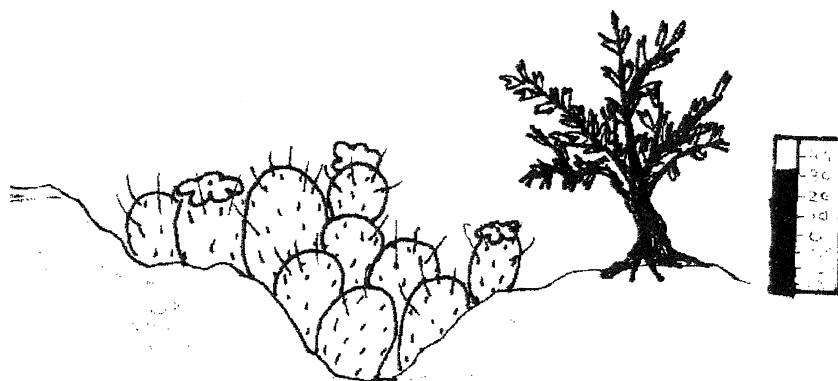
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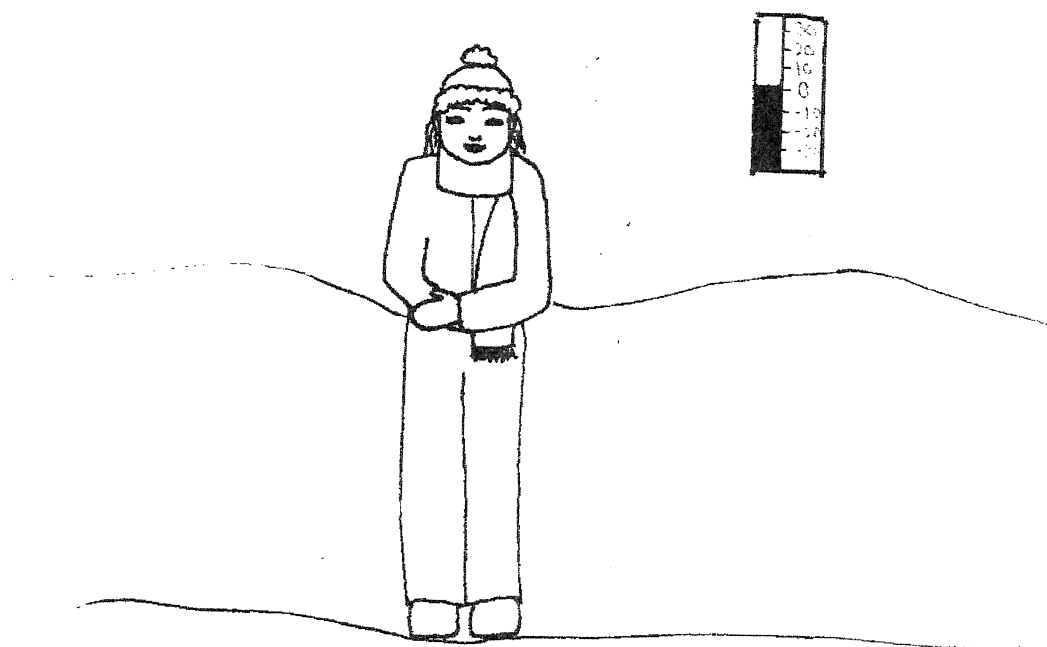
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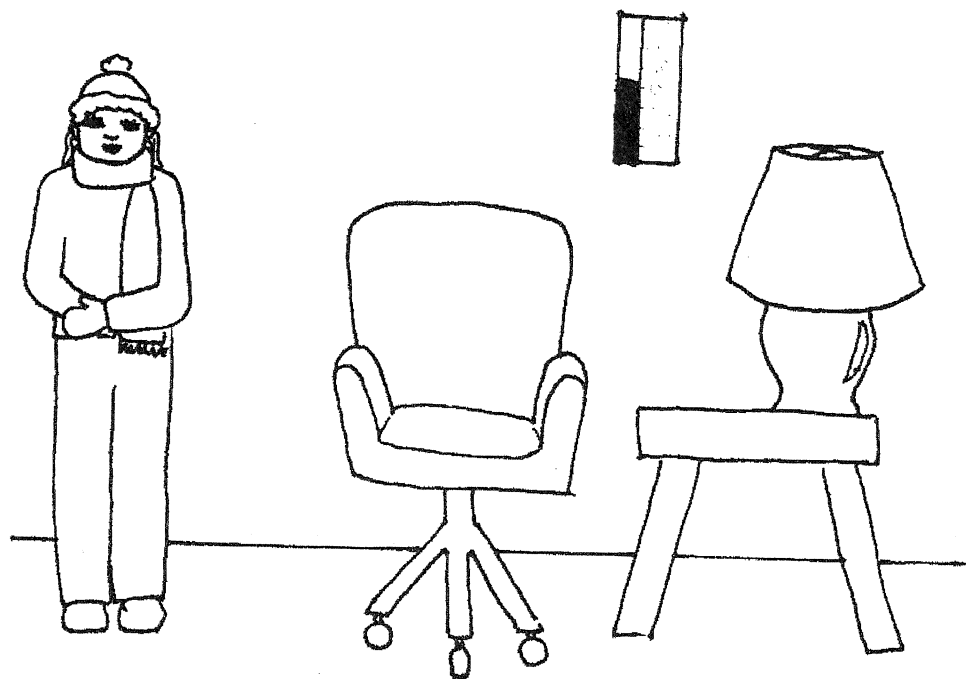
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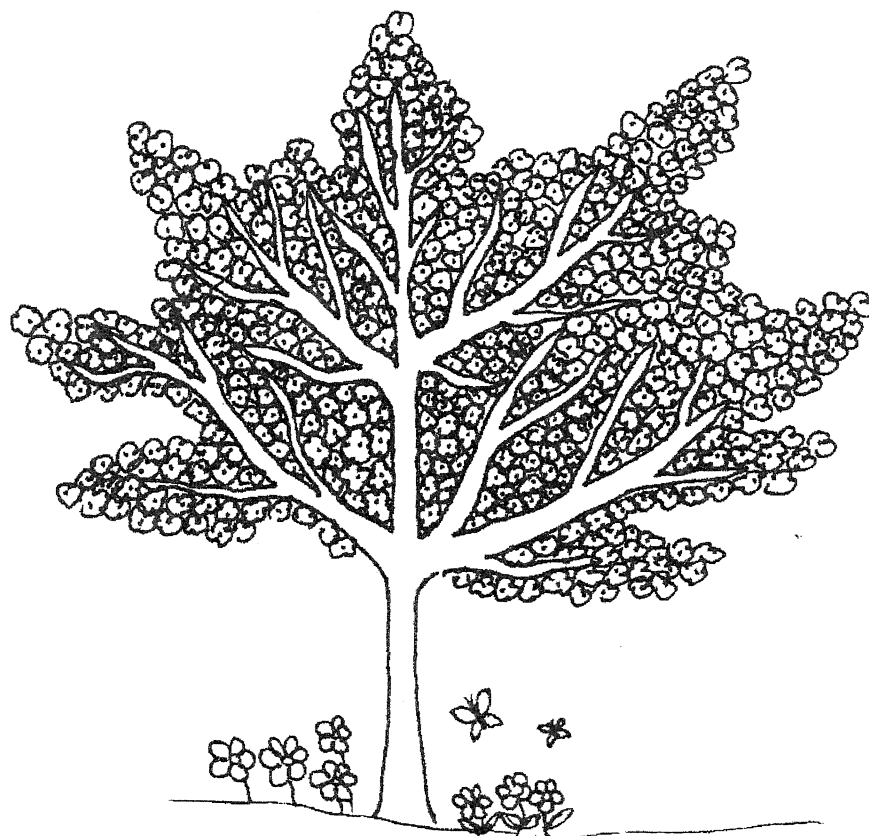
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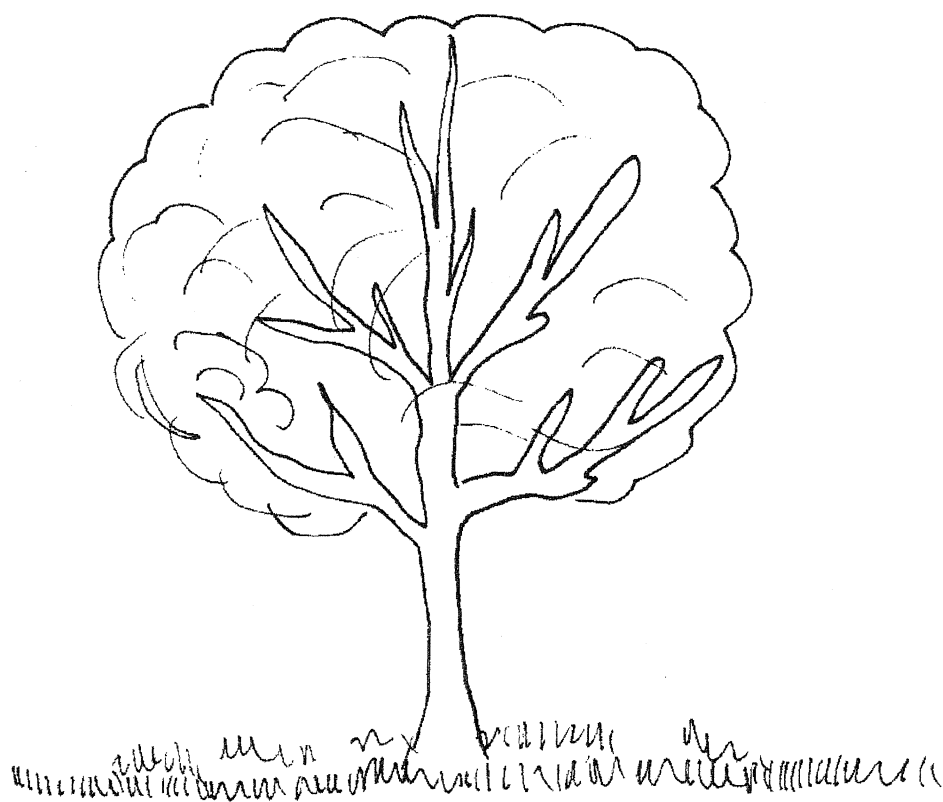
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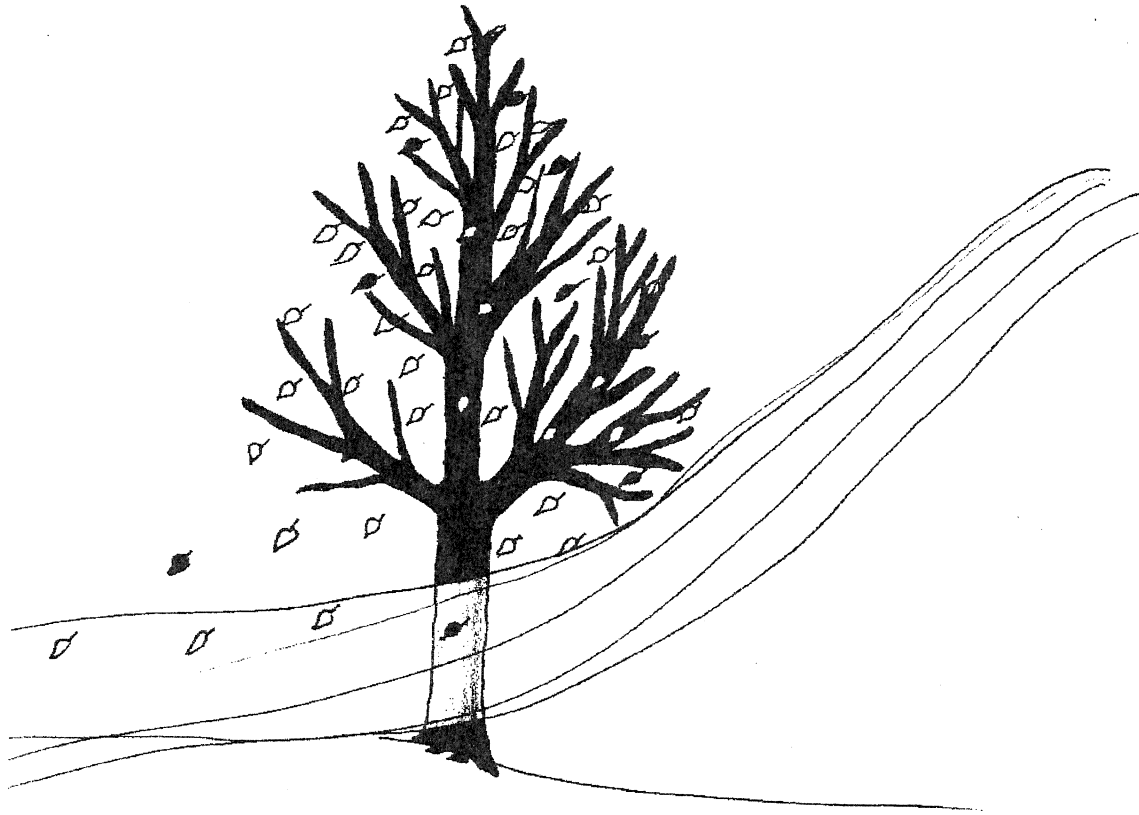
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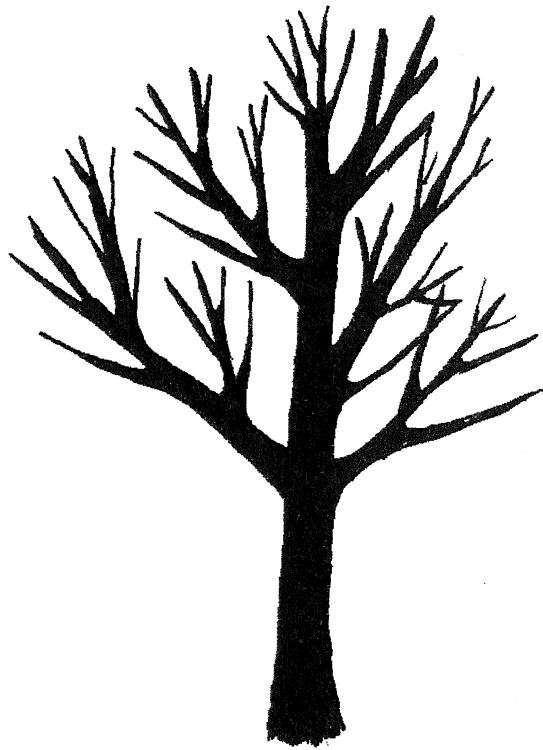
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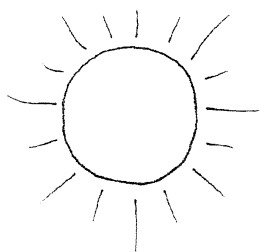
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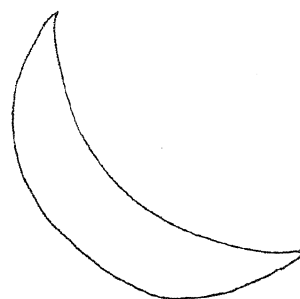
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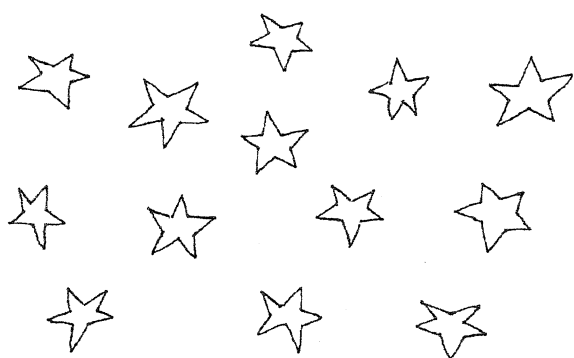
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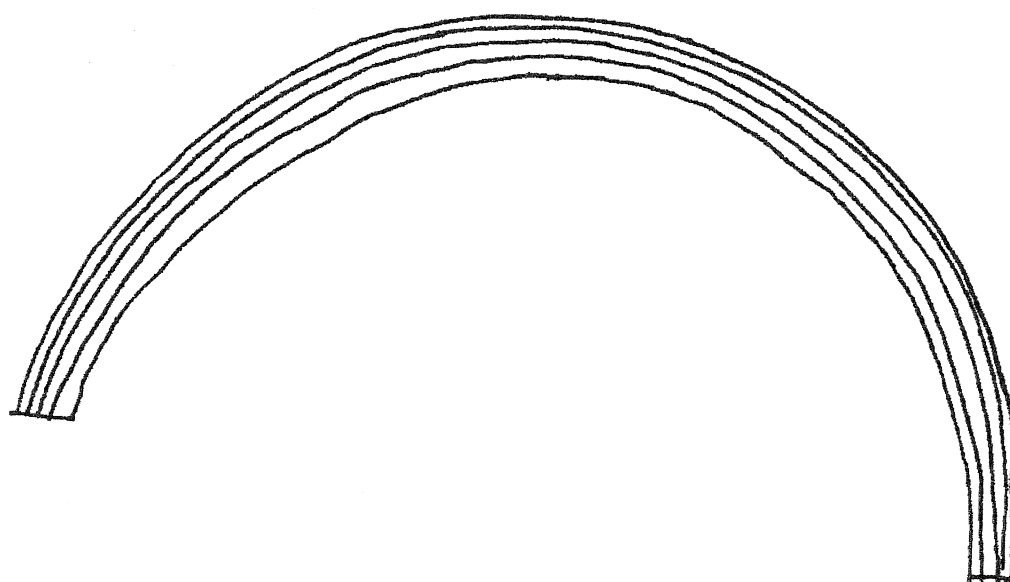
skwákw'7es



mágca



sekúsa7t



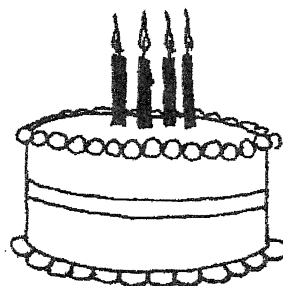
sk'úlenst



sitq't te k'últes

Kw'enlltyanacwu -k ?

4 melltyánacwu



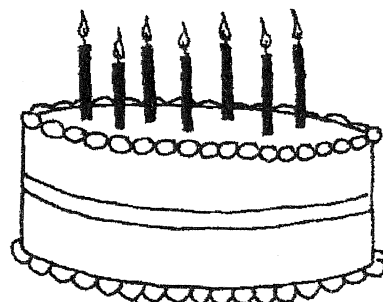
5 tsilklltyánacwu



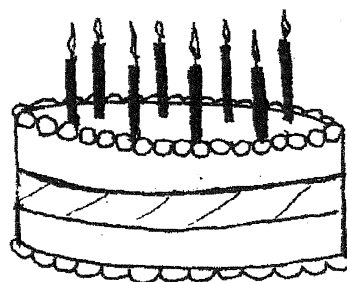
6 teq'meklltyánacwu



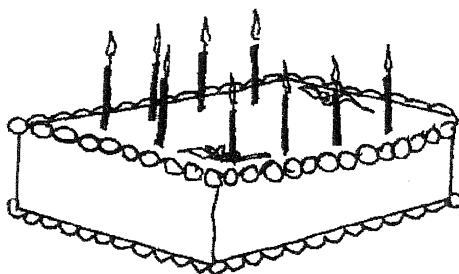
7 tsutsllktyánacwu



8 nekw'7u7plltyánacwu



9 tallenku7plltyánacwu



Unit 2: Ma7 álkstmenta ra sxyána: Secwepemc Math

(Ongoing Unit and Routine throughout the year)

1. Unit Objective:

Through the ongoing presentation of the materials in this unit throughout Grades K-3, students will be reinforced on basic concepts of mathematics as they are taught in the primary grades and will learn to express and understand mathematical concepts in Secwepemc.

2. Rationale:

Numbers, quantities and mathematical operations of determining quantities, comparison, grouping, adding, subtracting, etc. are part of essential vocabulary of the Secwepemc language. They moreover are an essential part of Instructional Strategies and objectives throughout the primary grades in general. Therefore, it is meaningful to reinforce these concepts in Secwepemc and introduce the linguistic skills of expressing them.

3. Time:

Secwepemc math can be part of the 50 min. lessons for 10-15 min. at least three days per week. Some of this work can be done through work sheets included in this Secwepemc Language Package, or through further primary math materials adapted to the language.

4. Learning Outcomes:

Following the demonstration of vocabulary and concepts listed below on an ongoing basis, as well as the completion of work sheets throughout the primary grades, it is expected that students will:
express numbers 1 - 100 in Secwepemc;

- * count in Secwepemc in groups of two, five, ten, etc.;
- * add and subtract numbers up to one hundred;
- * count in two's, five's, tens and other groupings of numbers up to one hundred;
- * compare sizes and shapes of objects;
- * discriminate same vs. different;

- * group objects according to size, kind and shape.

5. Suggested Instructional Strategies:

- Count objects on charts, flashcards, real objects in the room;
- have students bring in objects and count them;
- do likewise for adding, subtracting;
- bring in objects of different shapes, colours, kind and consistency for comparison, counting and discrimination;
- have students work on this unit in the Secwepemc Language Package illustrations or complete additional work sheets; supervise them using Secwepemtsin.

6. Suggested Learning Resources:

- ⇒ work sheets attached (teacher can make further hand-outs);
- ⇒ objects to count and manipulate (have students bring in from home countable items, i.e. bottle-caps, tags, buttons, bingo-chips, pens, etc. etc.);
- ⇒ a 100 chart for counting with number lexical suffixes

7. Suggested Assessment Strategies:

- ◆ As per observation in the classroom during counting, adding, subtracting activities;
- ◆ through completed pages and work sheets, see below;
- ◆ through items students bring in from home and count and/or compare and manipulate in the classroom

8. Language Content:

a) Numbers:

cuý a xyana-kt! Let's count!

nek'u7 - one

sesale - two

kallas - three

mus - four

tsilkst - five

teq'makst - six

tsutsllka7 - seven

nekw'7u7ps - eight

tallenkukw'7a - nine

upekst - ten

upekst all nek'u7 - eleven

upekst all sesale etc. - twelve

sell7upekst - twenty

kell7upekst - thirty

mell7upekst - forty

tselkst7upekst - fifty

teq'mekst7upekst - sixty

tsutsll7upekst - seventy

nekw'7u7pll7upekst - eighty

tallenkukw'7upekst - ninety

xetspqiqenkst - hundred

b) Adding:

nek'u7 all sesala ma7 kallas / $1 + 2 = 3$

tsilkst all kallas ma7 nekw'7u7ps / $5 + 3 = 8$

c) Subtracting:

teq'makst ma7 kllatac k sesala ma7 mus / $6 - 2 = 4$

d) Comparison:

tsallts'illa - the same

t'icwell - different

e) Grouping Objects into Kinds:

Teach this through use of counting words/numerals for animals, people, and numerals + lexical suffixes. Note that the skills introduced here are at the level of presentation rather than mastery. See Integrated Resource Package.

Counting People:

tnekw'á7 - one person

teksála - two people

teklás - three people

tmúsmes - four people

Counting Animals:

nekúkw'a7 - one animal

sesásla - two animals

kalláls - three animals etc.

mums

tsitsekst

teq'má7kst

tsútsllka7

Counting round things (berries, balls, marbles, apples, etc.):

nekw'7úsa7

selúsa7

kellúsa7

mesúsa7

tselkstúsa7

Counting pointed objects (pens, sticks, etc.)

-áka7 suffix, e.g.

nekw'7áka7

seláka7

kelláka7, etc.

Counting Sheets of Paper or flat thin objects:

áitcw suffix, e.g.

nekw'7áitcw

seláitcw

kelláitcw etc.

Alkstmenta ra sxyana:

Cuý a xyana-kt !

- | | |
|-----------------|-----------------------------|
| 1 nek'ú7 | 11 úpekst all nek'ú7 |
| 2 sesála | 12 úpekst all sesála |
| 3 kellás | 13 úpekst all kellás |
| 4 mus | 14 úpekst all mus |
| 5 tsilkst | 15 úpekst all tsilkst |
| 6 teq'mákst | 16 úpekst all teq'mákst |
| 7 tsútsllka7 | 17 úpekst all tsútsllka7 |
| 8 nekw'7ú7ps | 18 úpekst all nekw'7ú7ps |
| 9 tallenkúkw'7a | 19 úpekst all tallenkúkw'7a |
| 10 úpekst | 20 sell7úpekst |

kw'inc? (identify the number in Secwepemctsin)

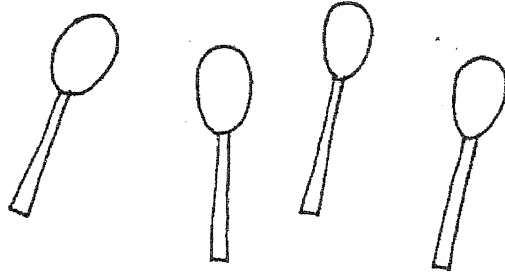
3 8 5 11 4 2

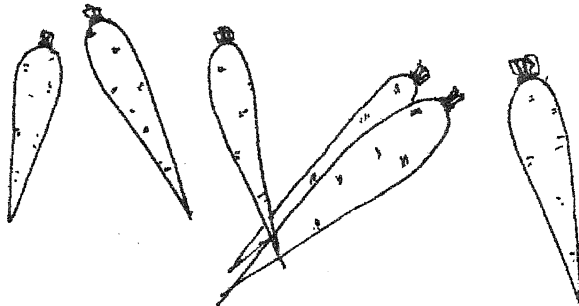
9 7 6 1 12 13

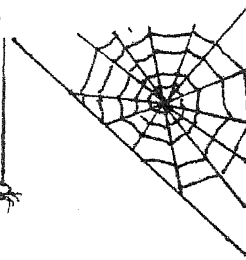
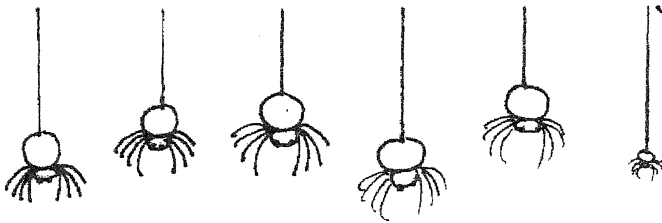
16 19 8 10 15 2

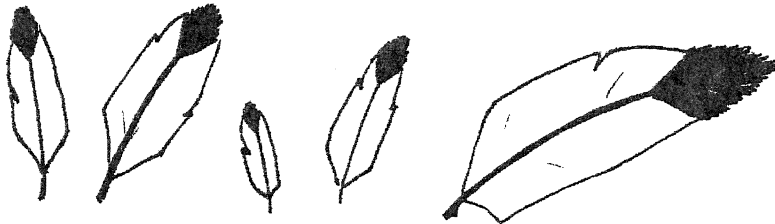
14 18 4 9 17 20

Kw'inc ? - Xyánaca!



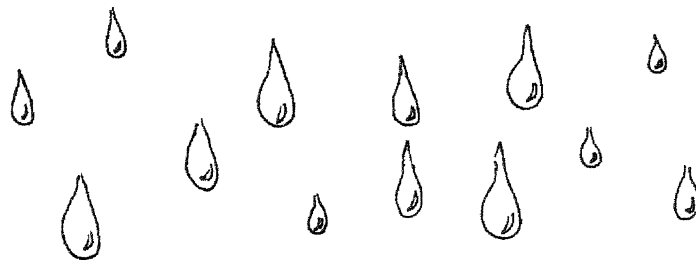
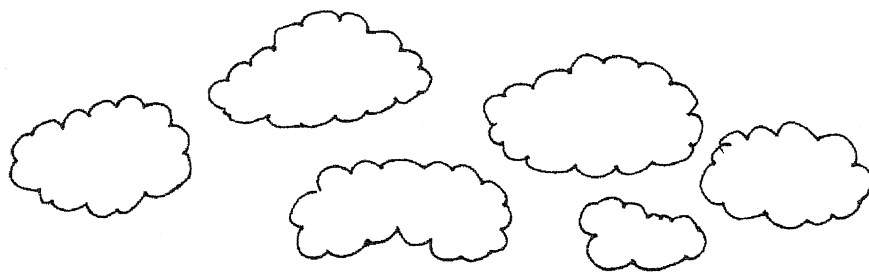
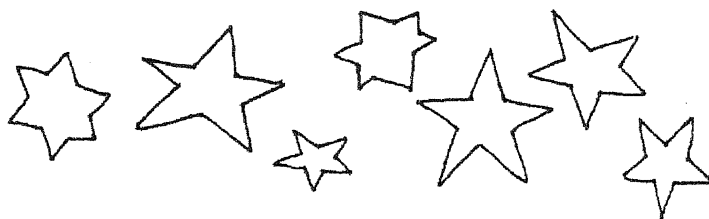
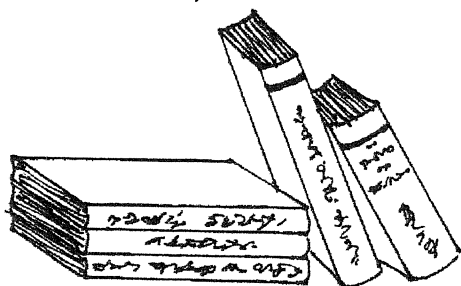
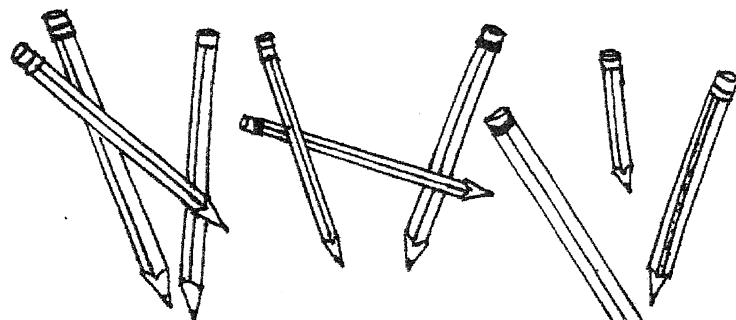




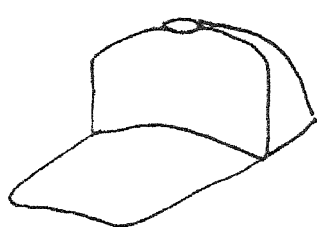


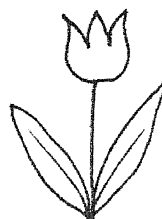
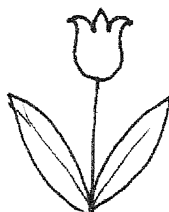


Kw'inc ? - Xyánaca !

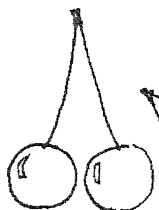


Kw'inc ? - Xyánaca !



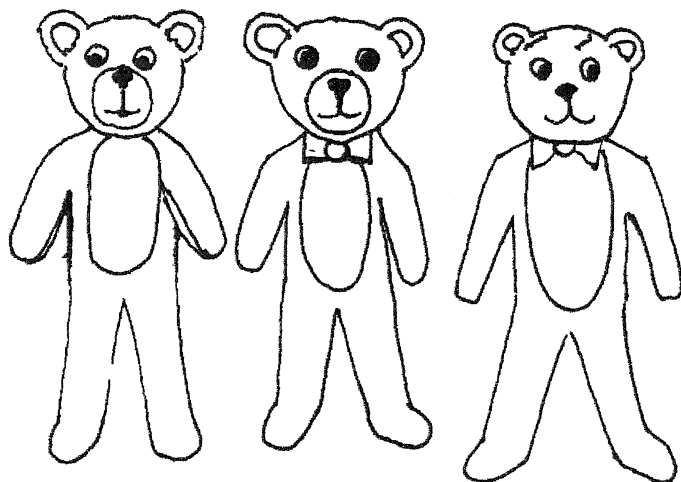


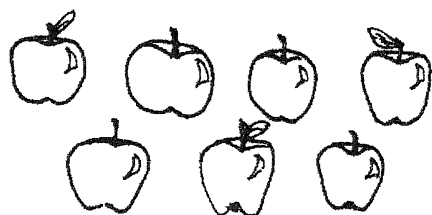


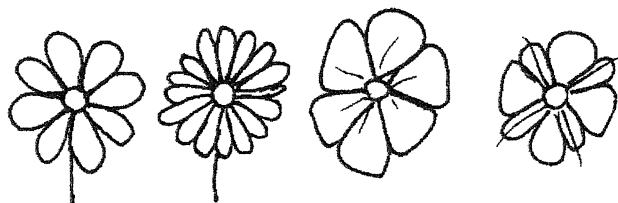




Kw'inc ? - Xyánaca !

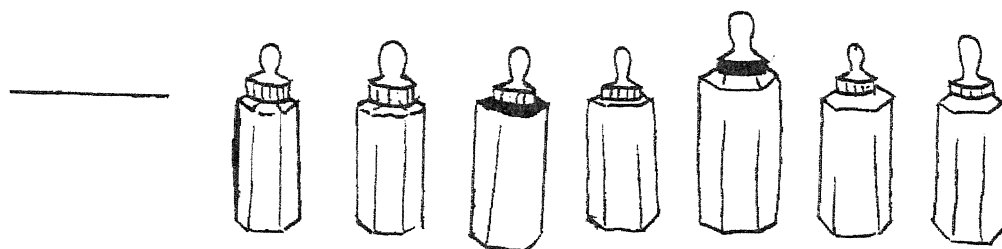
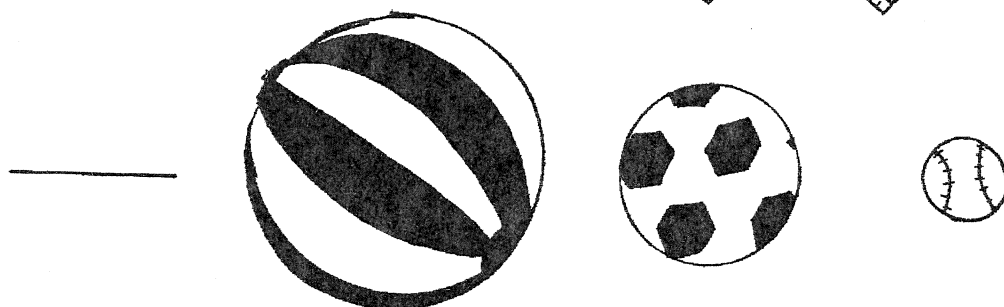
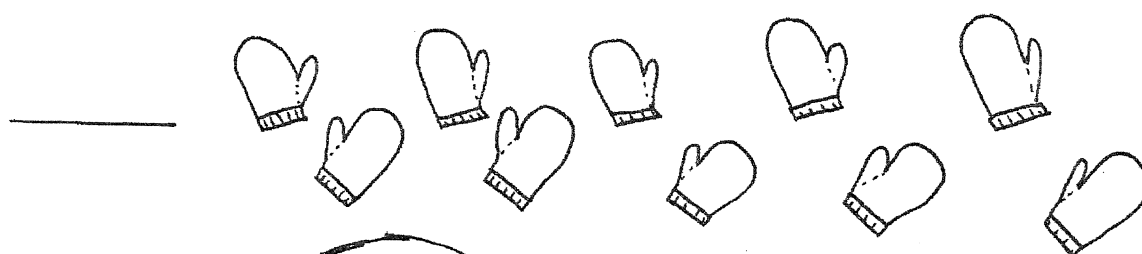
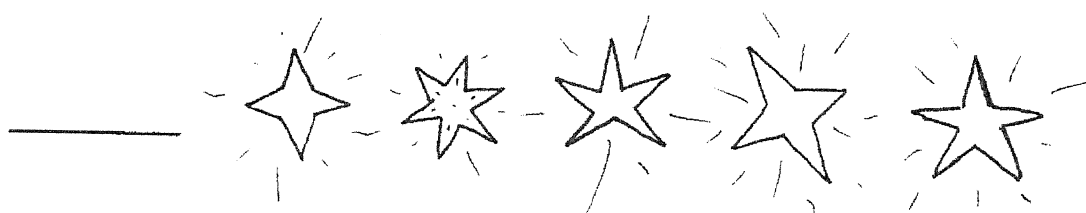
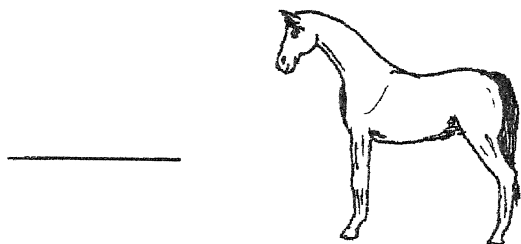




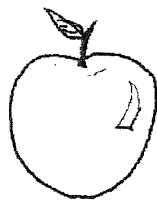




Kw'inc ? - Xyánaca !



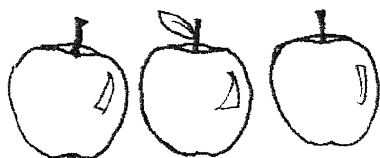
Kw'inc te áhpels ? - Xyánaca!



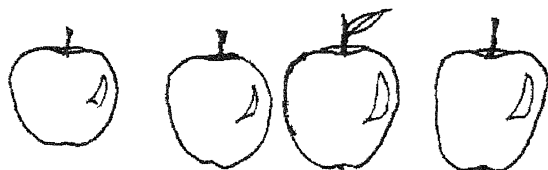
nekw'úsa7



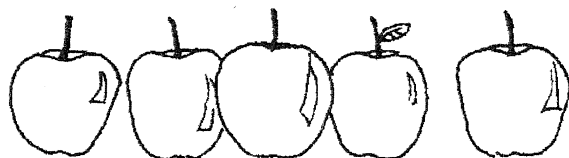
selúsa7



kellúsa7

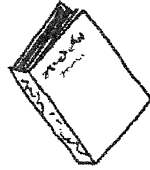


mesúsa7



tseikstúsa7

Kw'inc te speqwál'tcwu ? - Xyánaca !



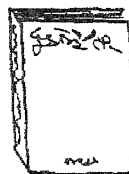
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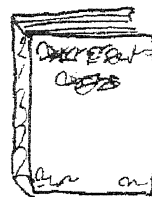
seláitcw



kelláitcw



mesáitcw

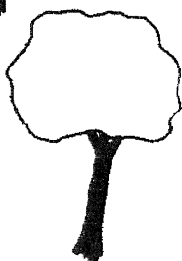


tselkstáitcw

Kw'inc te tsrap ? - Xyánaca!



nekw'7állp



selállp



kellállp



mesállp



tsełkstállp

Unit 3: Ra swáwla - Fish and Fishing

1. Unit Objective:

To introduce the learners to the essential vocabulary and phrases for kinds of fish that are caught by Eastern Secwepemc people. It will also introduce children to the preparation of food from fish, the fish habitats, the locations they are caught in and the methods of fishing. In addition, cultural aspects of fishing will be covered, e.g. being respectful to the animals, not wasting fish, sharing the catch, and stories surrounding the origin of salmon.

2. Rationale:

For the Secwepemc, salmon fishing was, and still is, an important part of their livelihood and traditions. By learning about fish and fishing in the Secwepemc language, children will learn to appreciate the cultural and practical importance and will be able to keep their knowledge and skills alive for future generations. In addition, they will be able to understand and communicate with elders who know about fishing and/or continue to fish with traditional and adapted methods.

3. Time:

4 weeks/50 min. daily

4a. Learning Outcomes (K - 1)

By the end of this unit, it is expected that students will:

- * begin to have appreciation of the cultural values about respecting nature and animals and sharing food, that are associated with fishing;
- * understand and say in Secwepemctsin the terms for, and simple phrases according to patterns introduced in Unit 1, for several kinds of fish;
- * distinguish salmon from other kinds of fish in pictures/illustrations;
- * understand the Secwepemc names for some of the important fishing grounds of the Sexqalkac;
- * use and understand a few adjectives to describe and compare qualities of fish (e.g. big - small; red - grey; old - young; fat - skinny);
- * understand a couple of terms for important ways of preparing and cooking fish (scwik'; akw'en);

- * understand three to four terms for fish habitat and fishing (e.g. sawllkwe, setatkwe, pasallkwe, tswac);
- * draw a picture of salmon and name it in Secwepemctsin.

4b. Learning Outcomes (Grades 2 - 3):

By the end of this unit, it is expected that students will:

- * Have increased appreciation and some knowledge about traditional values associated with fish and fishing, i.e. respect, sharing, not wasting, the relationship of animals to humans and nature;
- * distinguish sockeye and chinook salmon (in concept and through Secwepemctsin) and a few other kinds of fish;
- * understand, point to and say in Secwepemctsin the names for many body parts of fish and understand a few simple terms and phrases about salmon life cycle (eggs, fry; swimming upstream, spawning);
- * understand and point to, at least six terms for areas of fish habitat (e.g. water, lake, river, shore, creek, mouth of river);
- * understand the terms for common traditional fishing gear (dip-net, harpoon spear, gaff, creek spear, gill net rod);
- * describe how to make a gaff-hook, net, spear or dip-net in English using some Secwepemctsin;
- * catch a fish using the above method.

5. Suggested Instructional Strategies:

- field trip to the mouth of Adams River or to Lagwiken;
- field trip to fish hatchery nearby;
- raise some fry in an aquarium in the classroom and release them;

- cutting out parts of fish from picture and colouring them, naming parts in Secwepemctsin;
- having an elder or parent bring different kinds of fish food to class (i.e. scwik', ekw'en);
- showing how to filet a fish;
- eating and sharing cooked fish;
- counting fish on a felt board (use animal counting system);
- showing pictures of fish on posters, photographs, illustrations;
- stories about fish and fishing (can be read at least part in English)
- have children act out a fish story.

6. Learning Resources:

- ⇒ Video film of fishing at your fishing ground;
- ⇒ video film of salmon fishing (SCES), posters and pictures of different kinds of fish and developmental stages of fish (can be adapted from Department of Fisheries and Ocean posters);
- ⇒ stories of origin of fish in the mid-Fraser and Thompson Rivers;
- ⇒ English language storybooks and resource books to be adapted and read in Secwepemctsin;
- ⇒ actual fishing gear brought into class by resource people;
- ⇒ enlarged photographs of people fishing for display in classroom.

7. Suggested Assessment Strategies:

- ◆ based on observation of children's activities; continue to keep checklist of terms accurately understood and used.
- ◆ have each child keep a portfolio of drawings, colouring book pages, crafts, etc. for this unit. This could include drawings of fishing activities, fish in their habitat, collages, a child's map of fishing grounds.

8. Language Content:

a) Kinds of fish:

swawll - fish (any kind)
 sqláalten - salmon
 sqlalten7úwi - sockeye salmon
 kekásu7 - spring (chinook) salmon
 sháni7 - humpback (pink) salmon
 sxayqs - coho salmon
 sgwígwla - steelhead; lake trout
 písall - trout

b) words for fishing and gear:

wáwla - to fish
 yáwa - to fish with a dip-net
 qít'a - to fish with a rod
 úp'sa - to gaff-hook
 menípa - to fish with a harpoon spear
 wawtsk - three-pronged creek-spear
 stúkwtsi - dip-net
 qít'ka7 - fishing rod
 up's - gaff-hook
 meníp - harpoon-spear
 stáhlkwa - gill-net

c) Fish body parts:

sk'epqín - head
 súpa7 - tail
 qwaqw'ú7ll - bones
 ck'mí7ka - back
 c(kwet)kwt'ústen - eye (plural)
 splútsi ; splútsa - mouth
 ákw'a - eggs
 t'áxelc - to swim upstream
 áxwelc - to spawn
 qwtsaq - to die
 túwstac - you waste
 xeymstác - you respect

scwik' - dried fish
 cwík'a - to dry fish

pásellkwe - lake
 setátkwa - river
 tswac - creek
 k'atsín - shore
 ck'atsín - mouth of river

d) Fishing areas:

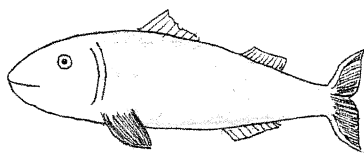
Tswac - Adams River (?)
 Lagwíka - Bear Creek
 Sk'emi7ka - fishing ground behind Chase

e) Adjectives/Qualities:

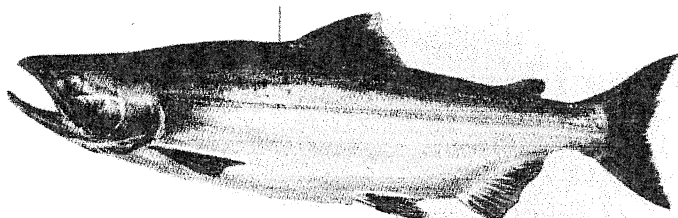
xyum - big
 kw'oyí7sa - small
 tsiqw - red
 magmágt - grey
 la7 - good
 q'utst - fat
 tsqw'axw - skinny
 tuwíwt - young
 tsk'áwelc - old

f) Sentence Patterns:

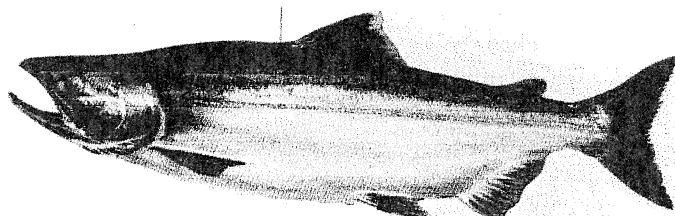
t'há7a ra _____ (setátkwa; tswac, ...) - Where is the
 _____ (river, creek, etc.)?
 ac ra kánmes ra (slá7a, qá7tsa, [name])? - What is _____ doing?
 ac ra _____ (wáwleemes, menípmes...) ra _____ .
 _____ is (fishing, harpooning, etc.)



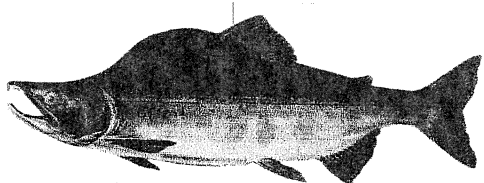
swawll yi7ána



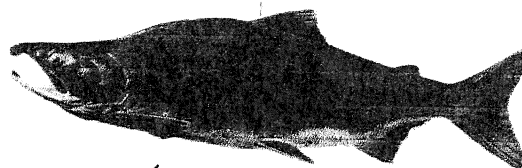
kekásu7



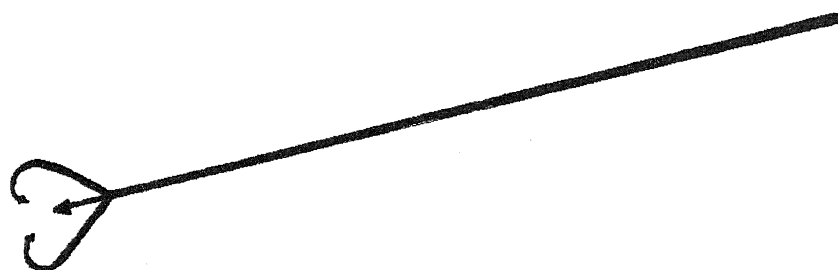
sxayqs



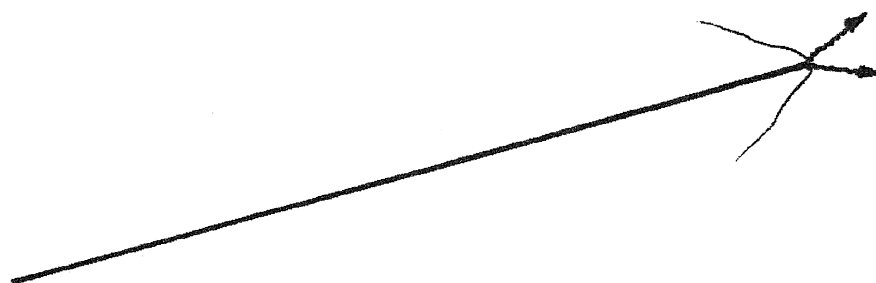
sháni7



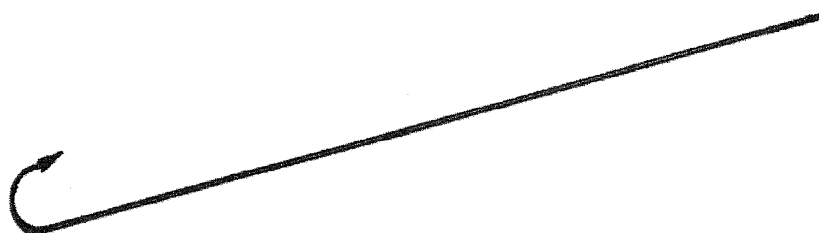
sqlalten7úwi



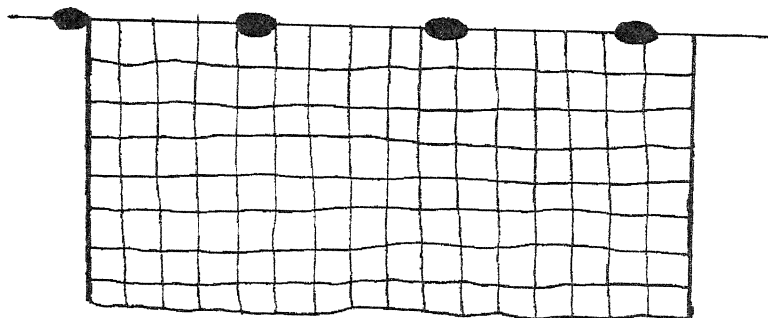
wawtsk



meníp



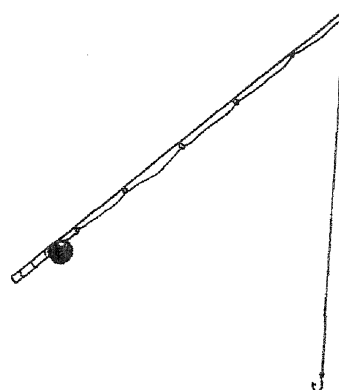
up's



stáhlkwa



stúkwtsi



qít'ka7

5. **Ra spixa:** Hunting and Wild Animals (Unit 3)

1. **Unit Objective:**

This unit will introduce the children to:

- a) a few terms and phrases regarding hunting, animals that are hunted and/or important in the culture of the Secwepemc, and hunting gear and practices;
- b) some cultural values and beliefs with regard to respect for animals and foods obtained from nature.

2. **Rationale:**

Hunting is and was an important traditional activity which is still practiced by many Secwepemc families in the Chase area, although methods have changed. The values associated with killing and utilizing animal foods are important cultural traditions to pass on to younger generations.

3. **Time:**

4 weeks, 45 minutes daily

4a. **Learning Outcomes (K-1)**

After this unit, it is expected that students will:

- * understand and use the term for hunting, "pixa" and simple phrases using it;
- * understand, point to and say with some accuracy the names of and simple phrases pointing to, several wild animals that are and were hunted;
- * understand, point to, and say with some accuracy, the names of a few other wild animals occurring in Secwepemc territory;
- * appreciate a simple story about animals told by the teacher, at least partially in Secwepemctsin with lots of body language (e.g. Beaver and Porcupine; Coyote and Fox, etc.).

4b. Learning Outcomes (Grades 2 - 3)

in addition to retaining/ having reviewed the vocabulary and phrases for K-1, it is expected that students will:

- * appreciate the notion of respect for animals and nature that accompany hunting, and that one should not waste food, especially food that is obtained through hunting;
- * name and use simple phrases using words for hunting gear and implements;
- * - understand and be able to partially retell, using some Secwepemc words, one or two stories of animals;
- * be able to act out a simple story told by the teacher in Secwepemctsin;
- * recognize and describe in Secwepemc the tracks of a few important animals.

5. Suggested Instructional Strategies:

- show pictures of animals (real photographs, pictures cut and laminated from wildlife calendars, zoo-books);
- show pictures of people hunting, with a kill; identify animals, comment on what animals/people are doing;
- show pictures of hunting gear;
- various flashcards;
- bring implements to class, have elder show and tell;
- have children draw scenes, pictures of hunting and invite children to explain pictures, attempting to use Secwepemc words;
- show attached pictures of animal tracks, scramble tracks and animals, have children match animals and their tracks;
- tell stories (as much as possible in Secwepemctsin) of animals and hunting;

- short videos of elders telling animal stories or hunting stories;
- show students how sk'ac is made and share some with students in class;
- have students act out animals and animal behaviour;
- sing the song about blue jay or the nature song (Nels Mitchell tape).

6. Learning Resources:

- ⇒ Secwepemc Language Package hand-outs and pictures;
- ⇒ animal songs (e.g. Blue Jay song on Nels Mitchell tape; Swan song; Porcupine song);
- ⇒ laminated photographs from wildlife calendars;
- ⇒ video(s) of animal stories and hunting;
- ⇒ Secwepemc stories (better told not read);
- ⇒ adapted English language books (e.g. zoo books);
- ⇒ story of beaver and porcupine (told and acted out orally);
- ⇒ story of salmon.

7. Assessment Strategies:

- ◆ observation of children during sessions with pictures, flashcards, etc.
- ◆ TPR check-list of commands and other TPR exercises;
- ◆ collection of children's art-work of animals and hunting.

8. Language Content:

a) vocabulary for hunting

píxa - to hunt
 tsq'álens - he/she shoots it
 cik't - missed
 tícwts'a - to make a kill
 stámí ka7 sticwts'a? - what did you kill?
 neqáyas - he wounds an animal
 pecw-pécw - sound of shooting a gun
 tsmáts'a - the act of bringing in a kill
 astúllen - to butcher
 swelmińk - gun
 sekw'mín - knife
 tskwínek - bow
 stskwil - ammunition
 qw'7um - to trap
 láwsa - to snare
 st'ekcán - tracks
 kw'áncna - to track down animals
 ts'i7 - deer; meat
 sk'ac - dried meat
 k'úla te sk'ac - to make dried meat

b) animals:

sxwlácka -- buck
 stqweqw'i7pa ? - doe; blacktail deer
 suk'túps - white tail deer
 teniya - moose
 seqwyíts - rabbit
 sqwlaqs - black bear
 ska7cís - grizzly bear
 sglu7úwi - beaver
 kú7paca - porcupine
 estsák' - squirrel
 qets'wáwya - chipmunk
 s7ást'cwu - duck
 kw'sicw - goose
 snexwéxwlecw; sk'elap - coyote
 xgwálacw - fox

c) adjectives/qualities:

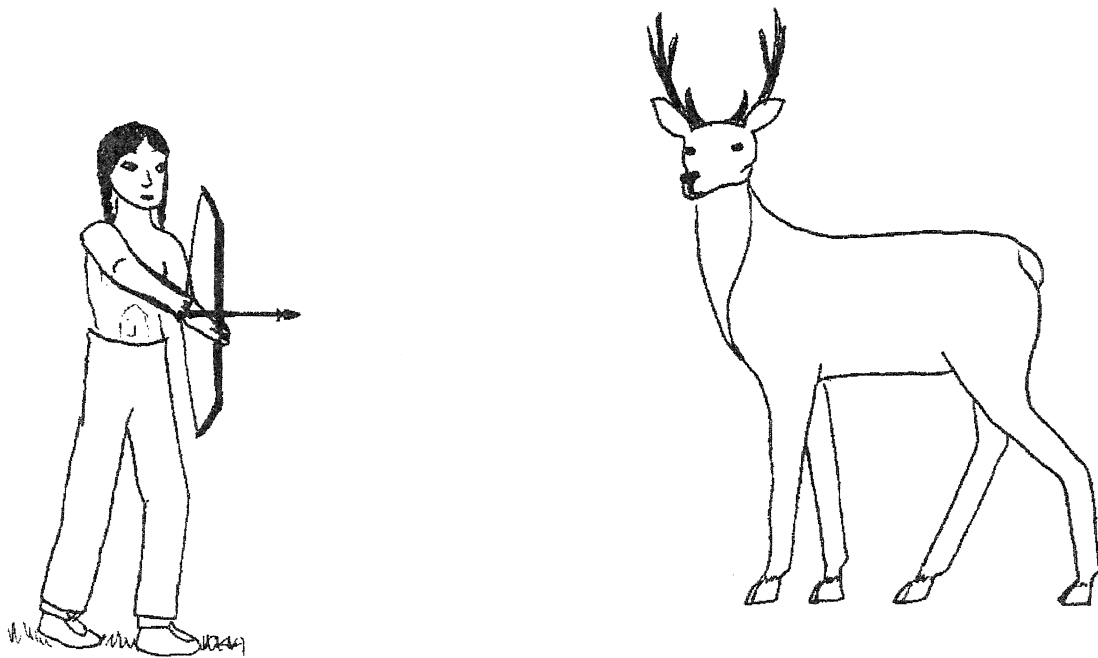
xaxá7 - smart
 cswítull - lazy
 xwant - fast
 yuyúwt - slow

d) habitat:

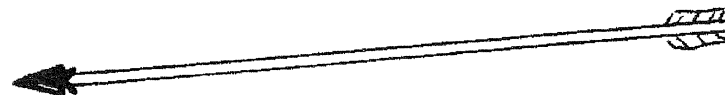
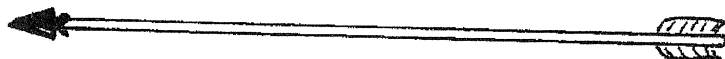
sqeltús- mountains
 skwelkw'ált - snowy mountains
 nekáct - woods/forest
 ctsetám - valley

e) Sentence Patterns:

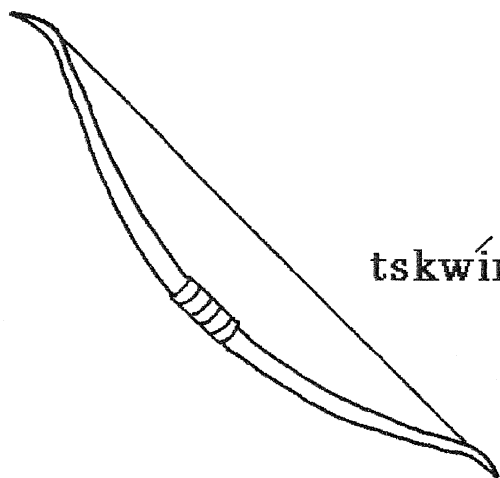
ac ra píxmes ra _____ . _____ is hunting
 stámi ks píxas ra _____ . what is _____ hunting?
 Swáti7 ac k píxmes? - who is hunting?
 t'há7a k píxmes? - where is he/she hunting?
 T'ri7 t'ha7n... - "here and there...!
 swáti7 k tnásmas ra ____ (slá7a). - Who is going with ____?a)
 vocabulary for hunting



Le q'7áses ra qelmúcw píxa te tskwínek
all te tskwele7úwi.



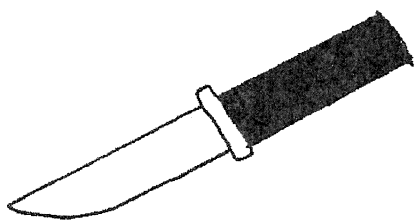
stskwele7úwi



tskwínek



swelmínk

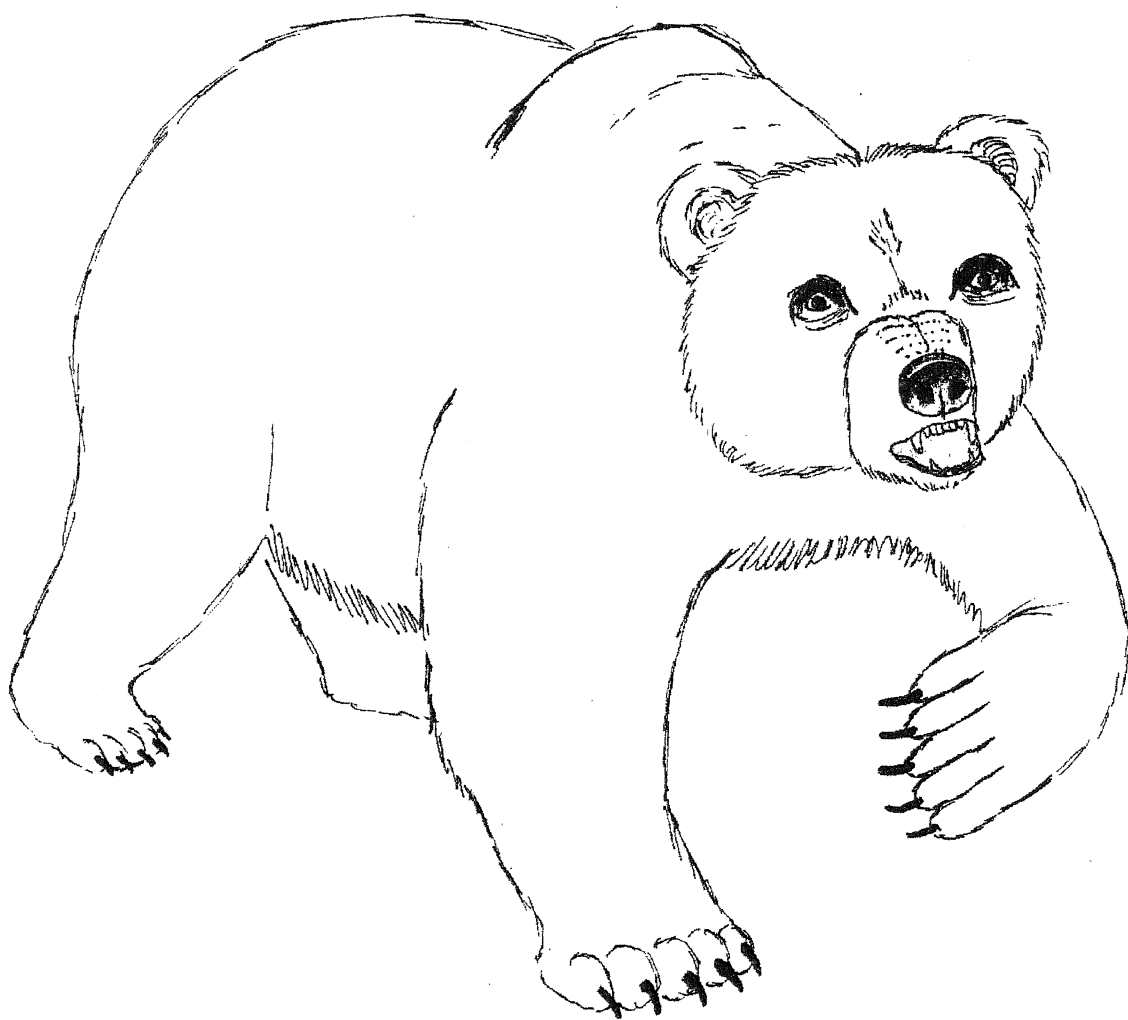
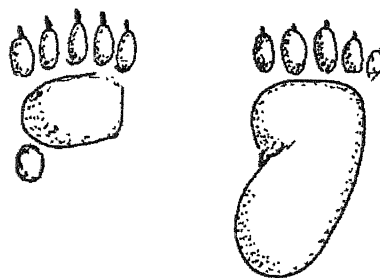


sekw'mín

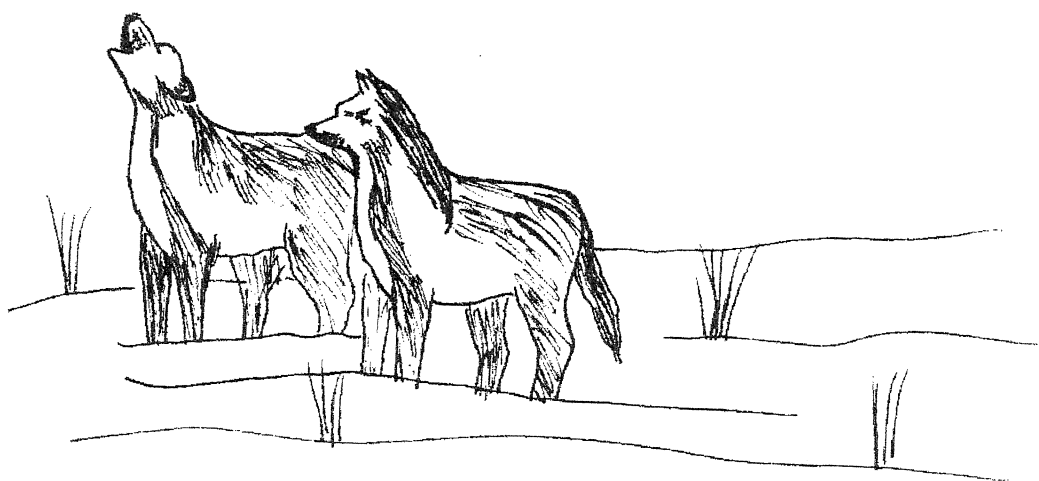


stskwil

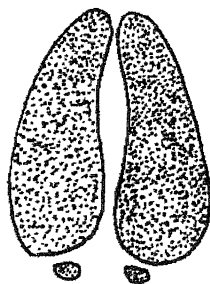
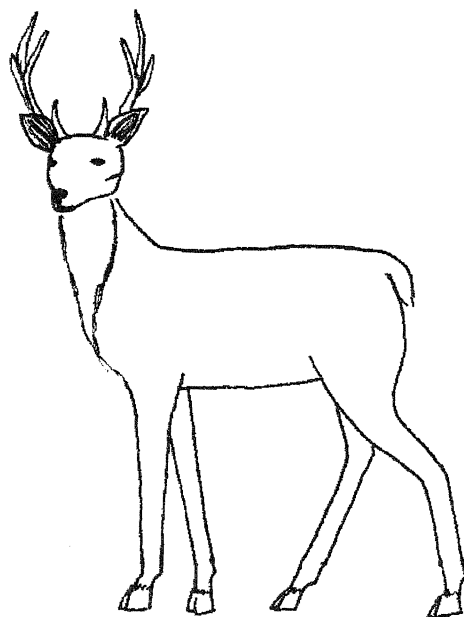
Píqwata ra st'ekcáns ra twepwúpt !



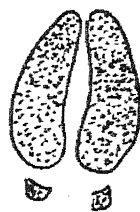
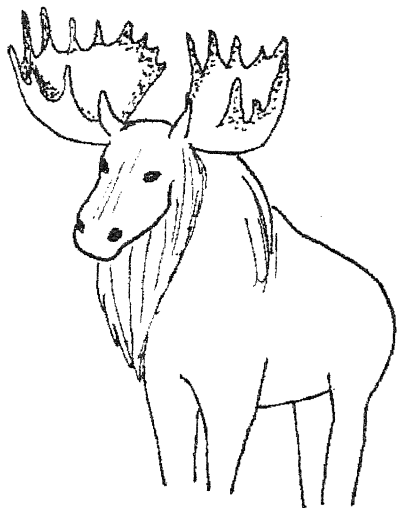
re sqwlaqs all ra st'ekcáns



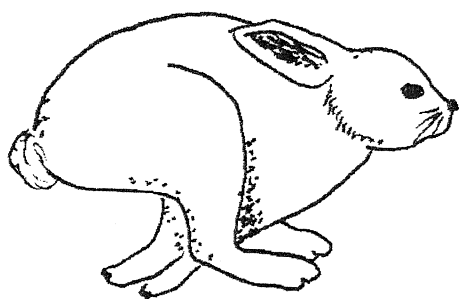
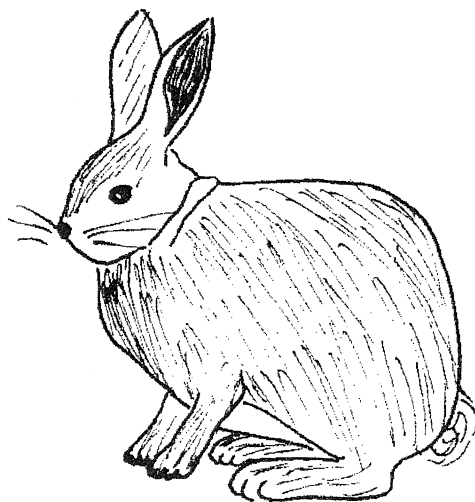
ra snexwéxwlecw all ra st'ekcáns



ra ts'i7 all ra st'ekcáns



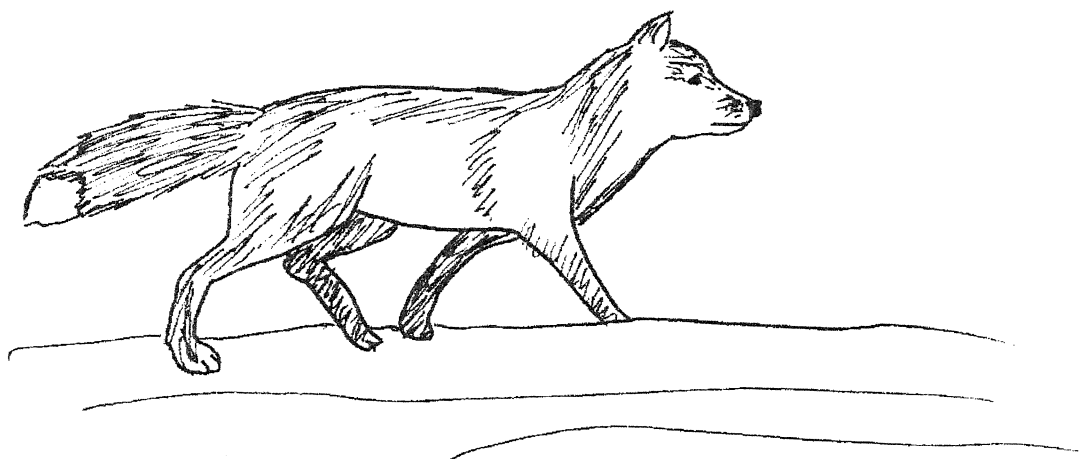
ra teníya all ra st'ekcáns



ra seqwyíts all ra st'ekcáns



Xaxa7 ra snexwéxwlecw



Yi7ana ra xgwálacw. Ra snexwéxwlecw ra úqw'is ri7.

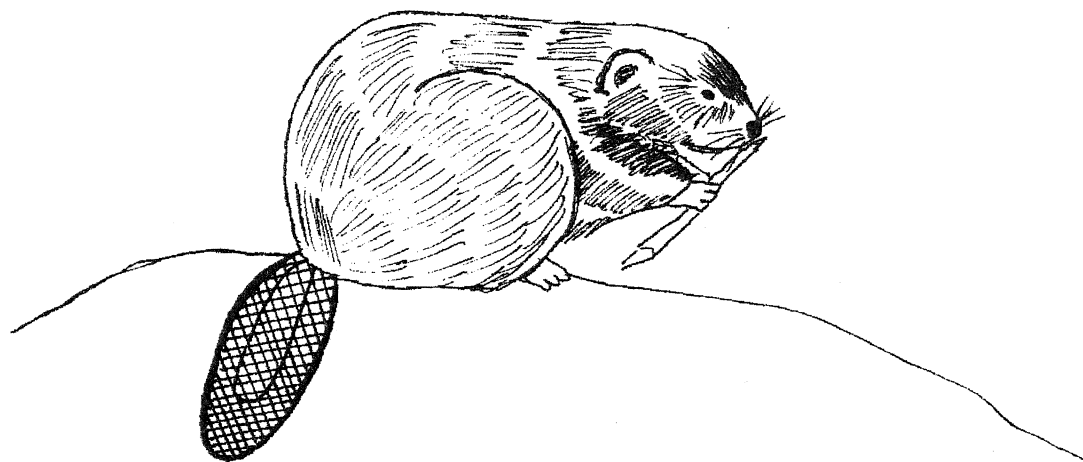
Ra Sqlaw' ell ra kú7paca

M-t'7ak-ekwe t'ri7 ra sqlaw'.

T'ucw mut ra kú7paca.

Ta7 k sxwistás a s7alksts.

Sqlaw' ac ra álkstes te kwemtús.



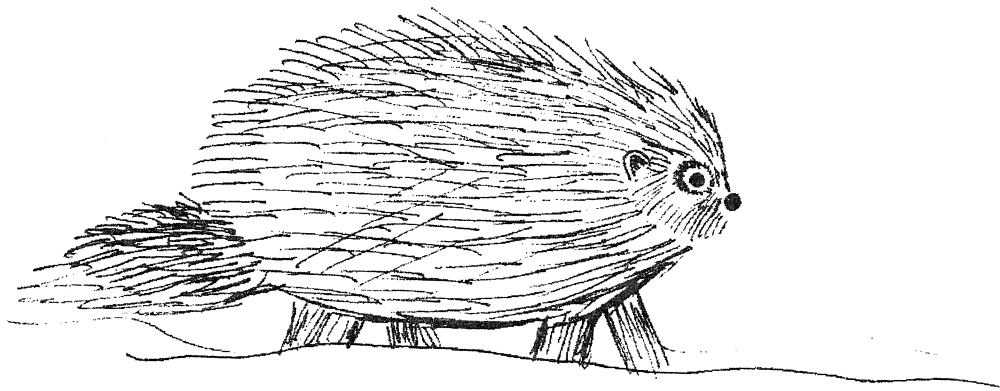
Cetsáwsmens ra úq'wis.

Kwans, p'á7as t'e kekáw.

M-tseq'mínses.

M-kítsctmes na skwelkw'ált, m-kllákstmenses.

"T'7álye ma7 w7ácucw!



Neráy, t'ray tmicw, pepán-k t'ray tek stsíllen t'ek
stam.

Sqlaw pelq'ílc. Llwálens ra úq'wis t'e skwelkw'ált.

M-tsúnses, "Nerí7 ma7 w7ácucw."

M-pelq'ílcwes na tmicws.

M-álkstes cu7tsa ra sqlaw.

Cetsáwsmens a stsmetstás ra úq'wis t'e stsíllens.

Ta7 k sxwistáses ra kú7paca a s7alksts.

M-tsce7mútes, cswítull. Yirí7 ra stsukws.

(re Ida William slexéyas yi7ána te stspetákwla. Te
Simpwúlecw ra st'7ákwes.)

Unit 5: Ra Secwapemc ra stsillens

Traditional and Modern Foods

1. Unit Objective:

The objectives of this unit are:

- to introduce basic vocabulary and phrases about traditional and modern foods of the Secwapemc
- to introduce, through commands and actions, terms and phrases for utensils for eating, conversation related to foods, values associated with eating and procedures for preparing some foods.

2. Rationale:

Topics related to eating, foods and preservation/preparation of foods and eating are an essential part of everyday functional vocabulary. Many cultural values are expressed through topics of food, the etiquette of eating, ways of preserving and preparing food, attitudes towards food (i.e. not wasting, respecting the plants or animals it comes from, and showing this by giving thanks to them and the creator).

3. Time:

4-5 weeks, 45 min/week

4a. Learning Outcomes (Grades K-1):

After this unit, the students will be able to:

- * Understand the terms for about 10 items of traditional and modern food as per list below;
- * follow some instructions and answer to questions (with me7e, ta7a) at meal time involving foods and utensils;
- * understand the preparation of some foods (fried bread, Indian ice cream);
- * begin to appreciate values of sharing, respect for animals and plants that provide food, conservation of food and the etiquette of eating.

4b. Learning Outcomes (Grades 2-3)

After this unit, the students will be able to:

- * Understand and say, using simple phrases, the terms for about 15 items of food;
- * follow and give simple instructions regarding food and utensils at meal time;
- * understand the way of preparation of some traditional foods (i.e. dried meat, dried fish);
- * appreciate, and understand in Secwepemctsin, words that express values of sharing, respect for animals, and plants that provide food, conservation of plants and animals, and proper ways of eating;
- * follow a story in Secwepemctsin involving foods, i.e. Ant and Grasshopper.

5. Suggested Teaching Strategies:

- Have mealtime in class; do role-playing with children, ask if they like food, ask them to set the table, to pass foods, if they are full, want some more, to put foods away.
- Show native food chart, and explain, in Secwepemctsin, the different foods, show real-life samples of these foods, have children taste the foods.
- Sort foods into traditional and modern foods; into good foods and junk foods;
- ask children to draw foods, draw preparation of food, mealtime, animals and plants that provide foods;
- have children complete items on set-the-table drawing.
- invite elder or parent in to prepare some traditional food items (e.g. sp'ixle7cw, sxusem);
- read and act out story of ant and grasshopper.

6. Learning Resources:

- ⇒ hand-outs and work sheets below;
- ⇒ Secwepemc Foods chart (SCES);
- ⇒ actual foods, prepared, raw, dried;
- ⇒ elders who bring and prepare food;
- ⇒ real utensils and set table;
- ⇒ story of ant and grasshopper;
- ⇒ coyote story about food

7. Suggested Assessment Strategies:

- ◆ TPR check-lists of commands and phrases to be done in groups or individually;
- ◆ portfolio of children's art-work;
- ◆ Grades 2-3: have children write, in English (perhaps using some Secwepemc words) the procedures for making certain foods.
- ◆ observe children in interaction during meal sharing time.

8. Language Content:

a) Words:

íllen - to eat

stsíllen - food

cepqína - to eat lunch/dinner

sták'la - (packed) lunch

ts'i7 - meat

swawll - fish

lekelát - bread

sp'ixlá7cw - fried bread, bannock

speqpáq - berries

sxúsa - soapberries/Indian ice cream

lekamín - soup

sk'ac - dried meat

scwik' - dried fish

petáhk - potatoes

ú7sa - egg

lesál - salt

lepwháhwhah - pepper

sta7 - drink

syalt - plate

tseck'púpcw - bowl

cllúqw'ma7 - cup

lletkw'entsúten - fork

set'címa - spoon

sekw'mín - (hunting) knife

cwt'akst - knife

letáp - table

ts'elcwílep - chair

maq' - full

tayt - hungry

nexáwu - thirsty

tiláwsa - to set the table

q'7as te stsíllen - food from long time ago; traditional food

pyin te stsíllen - present day (modern) food

la7 te stsíllen - good food

b) Phrases:

tsxwánte ma7 íllnucw! - come and eat (one)!

tsxwántcwiye ma7 c7íllenep - come and eat (many)!

násca ma7 íllenucw - go and eat (one)!

náscwiye ma7 íllenep - go and eat (many)!

tayt-en-k? - are you hungry (one)?

tayt-en-kp? - are you hungry (many)?

nexáwu-a-k? - are you thirsty (one)?

nexáwu-a-kp? - are you thirsty (many)?

maq'-a-k? - are you full (one)?

meqmáq'-en-kp?- are you full (many)?

Yen ri7 ka7 smaq'? - are you full? (one)?

maq'-ka - I am full

amúta ma7 illenucw! - sit down and eat!

la7-a ka7 stsíllen? - is your food good?

qwenán-a-k cú7tsa tek _____? - do you want some more
_____?

xwexwiyám-a-k cú7tsa tek _____? - would you like some
more_____?

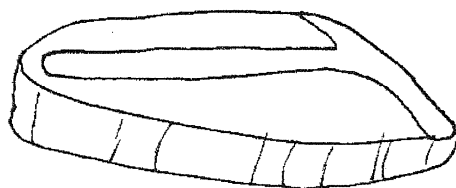
kectsáma tek _____ - give me some _____!

tiláwsmá! - set the table (one)!

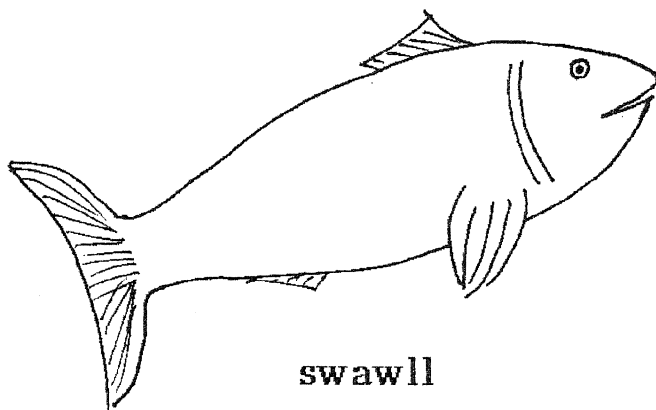
tiláwsacwiya! - set the table (many)!

ákw'ate ra7 syalt! - put your plate away(one)! - substitute fork,
spoon, etc.

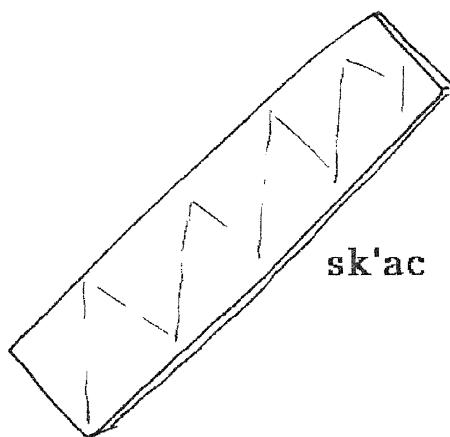
ákw'atiye ra syáltap! - put your plates away (many)!



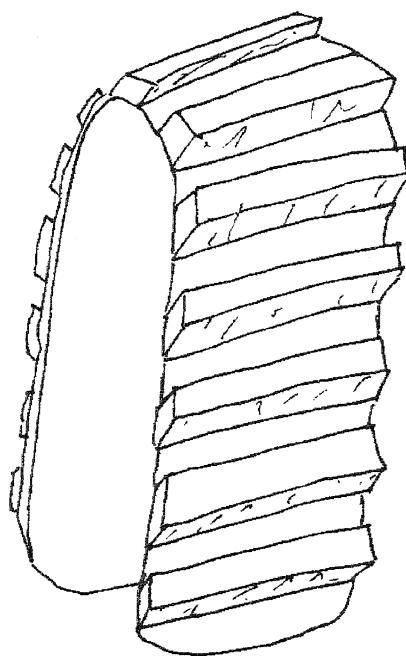
ts'i7



swawll

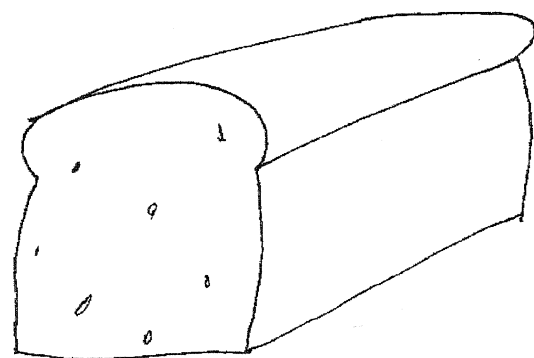
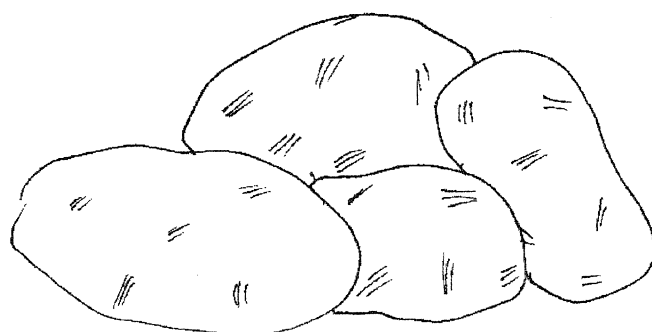


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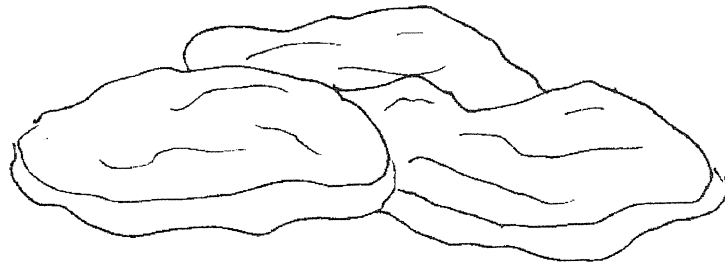


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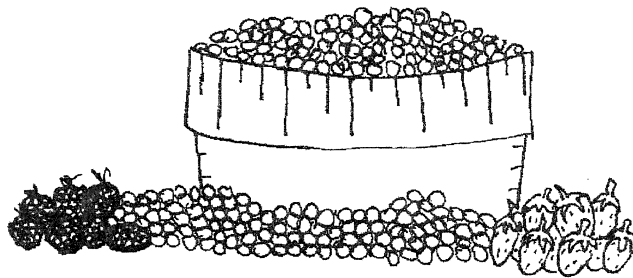
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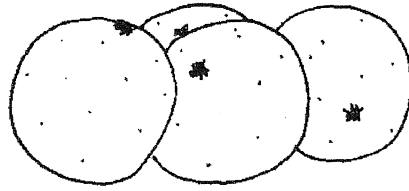
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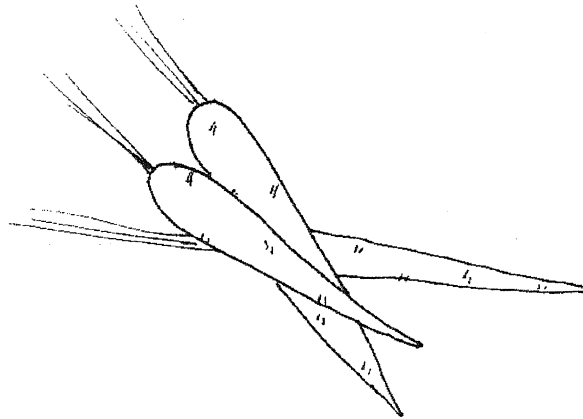
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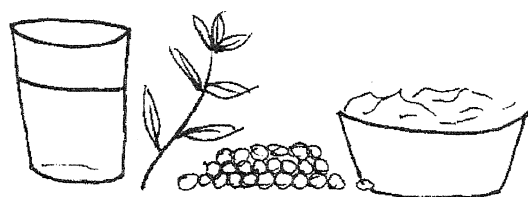
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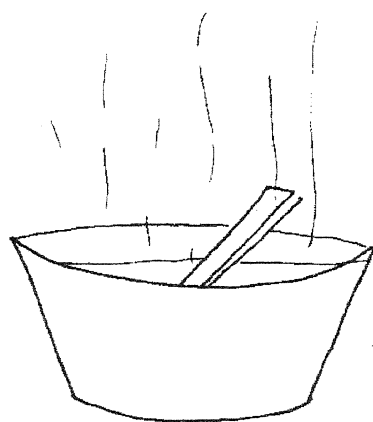
kwelólsa7



gayú7



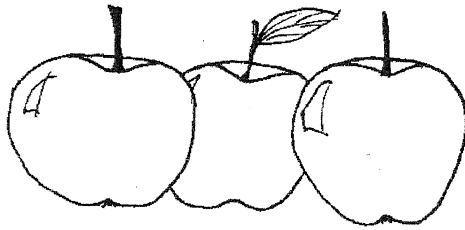
sxúsa



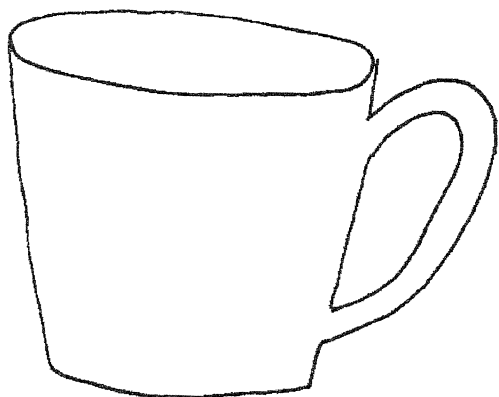
lekemín



sq7am (sp'amcw)



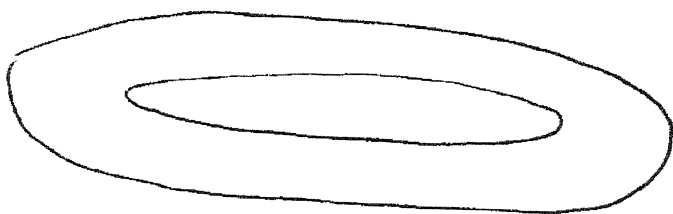
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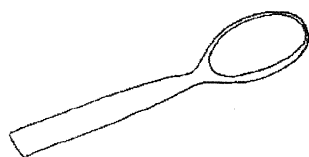
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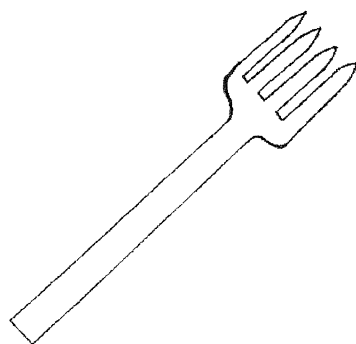
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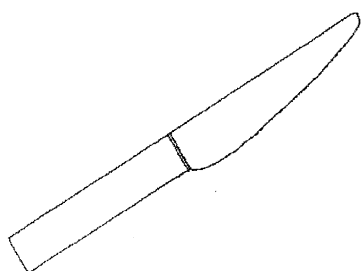
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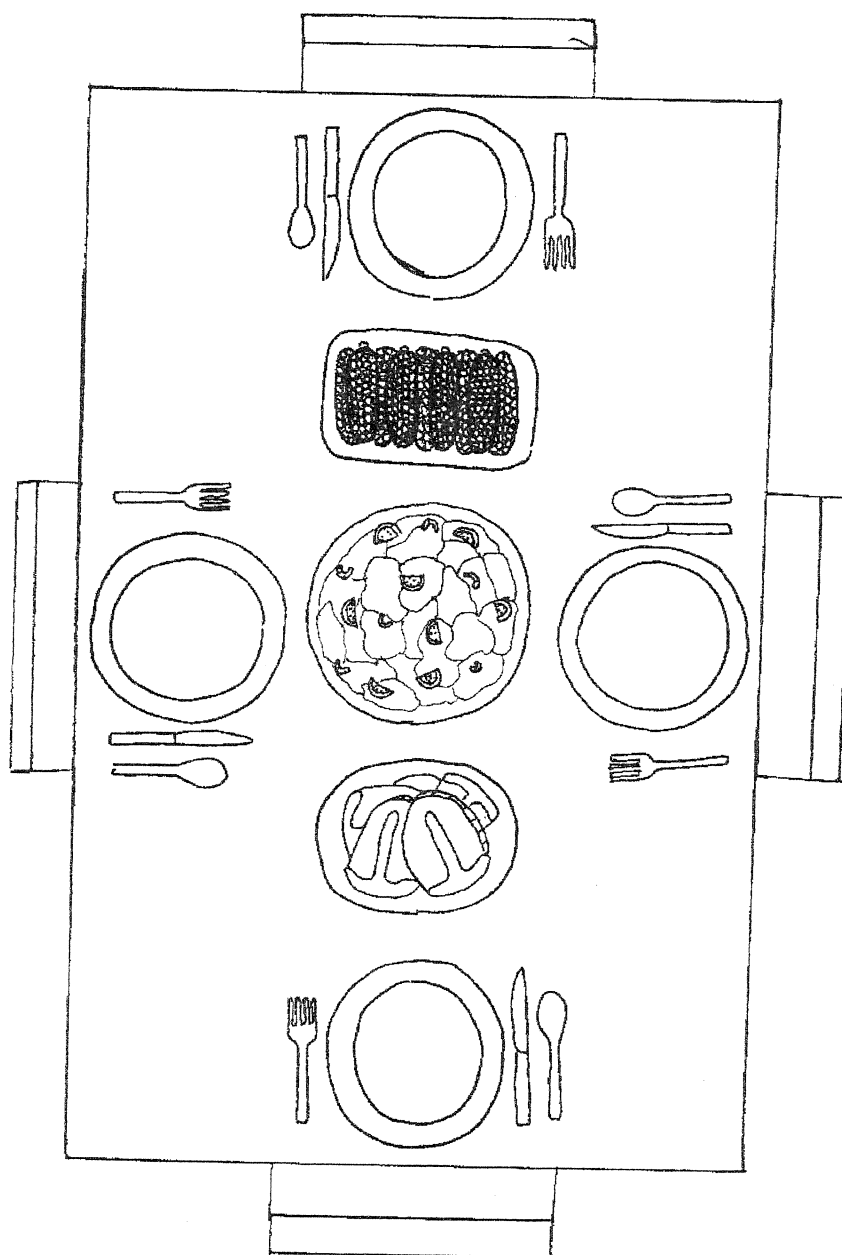
set'címa



lletkw'entsúten

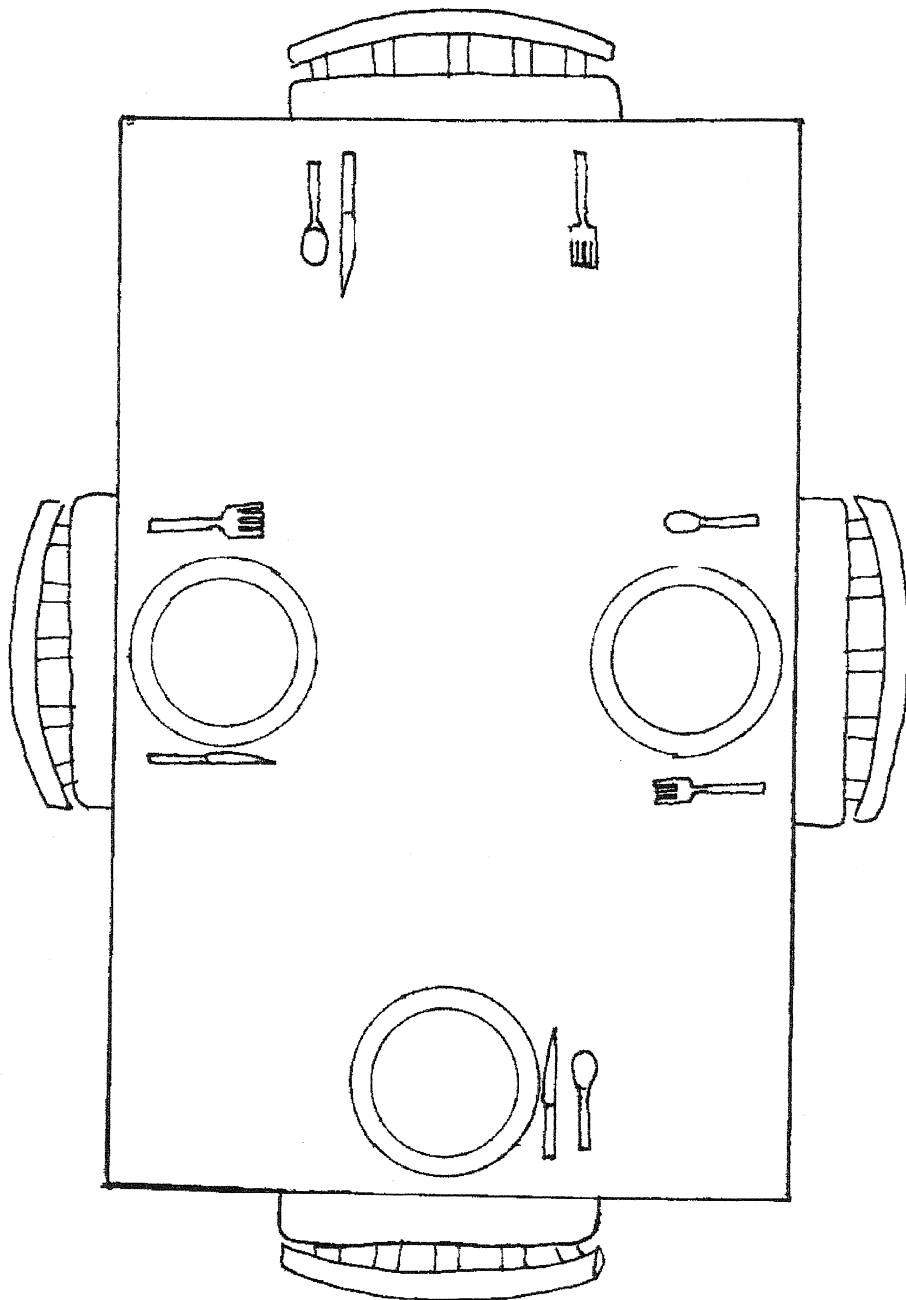


sekw'min/ cwt'a kst



tiláwsma!

stáñi ka7 swíka ne letáp?



Píqwata yi7ána te stiláw'sa. M-llápas-en t'ri7 tek stam?

Ra Scwicwáya all ra Kelkláts

Le q'7áses ra kyá7a re slexlexáyas:

Ra scwicwáya w7ac ra álkstes

Kw'iyúsa ne skw'iyúlecw wel ra llwálsten

K'ell w7ac ra kelkláts tigáynekmes

Xqwiyalts'a t'ri7 te sqw'yilc.

T'ri7 stam ra tsúwets.

S7istk.

Yiri7 ra stektsíllens

Yiri7 ra stext'áxelcmas-ekwe ra scwicwáya.

Yiri7 ra scpupáwtsmes-ekwe.

W7ac-ekwe re ckelltsícta te scwicwáya:

"Ts7ullcwa!"

Ts7ullcw-ekwe.

Qwaqwánt-ekwe m-yaws ra s7ucw7úcwtes t'ucw.

Ta7-ekwe k pell-stsektsúsas, ra kelkláts.

Kítsita ra scwicwáya te kelkláts, q'en7ált.

Tsúnta-ekwe t'7éne,

"Kána-k?"

"Yiri7 t'ucw well ra7 qwsa7 w7ac ra tektsíllenes.

Kána ka7 pell-stsíllen ra smetác-kuc?"

"Ah, t'ri7 tigáynekca!

Tigáynekcta t'ri7 ma7 ltwilc-k !,

Ma7 maq'-k !

Qwaqwánt t'ri7, yiri7enke k m-sxwayts ra skelkláts.

Story about Ant and Grasshopper

(Adapted into Eastern dialect from a story by Nellie Taylor, Skeetchestn Indian Reserve, as told by her great-grandmother Agathe (Llecwpuetkwe), also from Skeetchestn.)

Long time ago, my grandmother used to tell me:

(The) ants were busy working.

They were suffering all summer until fall.

but the grasshoppers were playing guitar.

They had fun dancing.

They had all kinds of activities.

It was winter.

There, they starved.

They charged over to the ants.

There, they knocked on the door.

They were very pitiful when they were freezing.

they opened the door for them, the ants.

They entered.

They didn't have wood, the grasshoppers.

when they got to the ants, the grasshoppers, they begged for food.

they were asked this,

What's the matter with you?

There, your nephews are starving.

do you have any food to feed us?

ah, there, play guitar for them!

play guitar for them, then they will feel better,

They'll get full."

Poor things, they must have died, the grasshoppers.

Unit 6: Le q'7áses ra tsetsítcws: Dwellings of People and Animals

1. Unit Objective:

This unit will introduce students to some types of traditional and modern dwellings of the Secwepemc, and the lifestyle associated with them. It will focus on how different kinds of dwellings look, on telling differences and similarities between modern and old-style houses. It will also allow students to understand the different parts of a house, and words for directions and locations within the house.

Within the annual seasonal round, this unit is suitable for late fall (November), when traditionally, people moved into their winter-homes and had their provisions for winter stored away.

2. Rationale:

The traditional dwellings, in particular the c7istkten' or winter home, were an ingenious way to live and stay warm during the cold season or stay comfortable and mobile during the summer. The construction of, and traditions associated with houses also show some of the skills and crafts people had in the old days.

3. Time:

4 weeks, 45 min/day

4. Learning Outcomes:

After this unit, it is expected that students will:

- * understand the words for house, to live, camp, pit-house, cache-pit, tent and sweat house;
- * understand words for simple questions about who lives in what house, whose house is this/that, etc.;
- * respond with at least a single word to such questions;
- * understand the differences between traditional houses and modern houses;

- * appreciate the way pit-houses are constructed and how they kept people warm and comfortable during the winter months;
- * understand the terms for and simple phrases using, words for portions of the house (walls, ceiling, door, window) and questions and instructions about them and directions involving them;
- * understand some terms for cleaning and tidying the house;
- * understand the importance of summer dwellings (tents) and winter-homes within the traditional seasonal round.

5. Suggested Teaching Strategies:

- do show and tell with pictures of different types of dwellings;
- show pictures of and invite comparison of traditional dwellings and modern dwellings.
- Draw your house. Show windows and door.
- Visit pithouses at Secwepemc Heritage Park in Kamloops or at Ck'emtsin; or visit remains of pithouses at Back Valley. Explain construction. Have children experience being inside a winter home.
- Have children draw a c7istkten'.
- Have children complete the drawing of the house below (add in windows, door, etc.);
- discuss how animals, like bears, hibernate and find their place to hibernate when winter comes.
- Tell (or retell) story of Ant and Grasshopper to show the value of getting ready for winter and storing away provisions. This can be done in English using some key words in Secwepemctsin.
- Have an elder come to class to tell story about the old way of life;
- have field trip or walk through the community; point out houses and who lives where.

- TPR exercises involving commands about opening and closing windows, touching doors, walls, windows, pointing to ceiling.
- Show and have children copy role-play with knocking on door, entering and introducing oneself.

6. Learning Resources:

- ⇒ pictures of winter-homes, tents, lean-to's;
- ⇒ pictures of houses in the community;
- ⇒ illustrations and work-sheets in Secwepemc Language Package;
- ⇒ story of Grasshopper and Ant;
- ⇒ field trip through community;
- ⇒ winter-homes, lean-tos and summer lodges at Secwepemc Heritage Park;
- ⇒ elders' visit;
- ⇒ model of a pithouse;
- ⇒ paper, pens, felts for drawing;
- ⇒ construction paper;
- ⇒ popsicle sticks and toothpicks for making model frame of tent or winter home.

7. Suggested Assessment Strategies:

- ◆ check-list of children carrying out TPR commands;
- ◆ portfolio of children's drawings and completed work sheets;
- ◆ checking response to questions about objects on pictures (in small groups and individually).

8. Language Content:

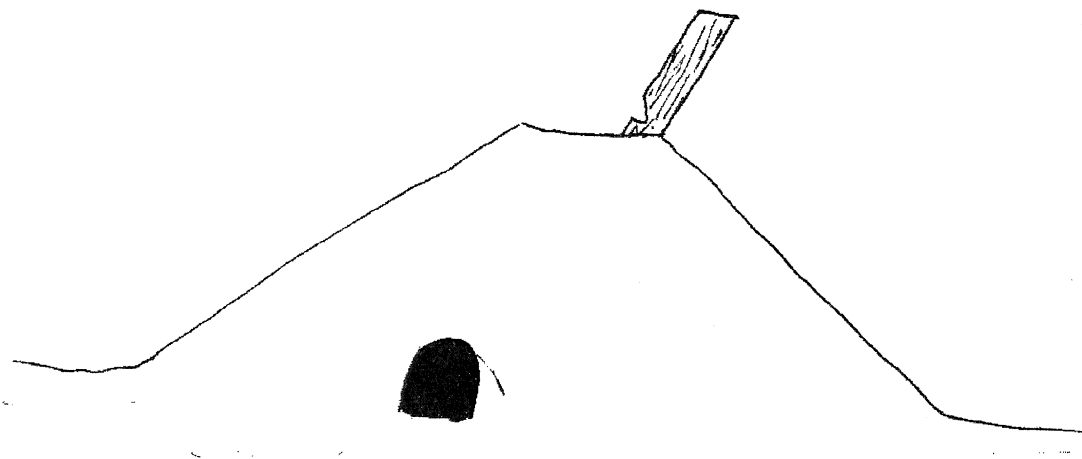
Vocabulary:

tsitcw - house
 ck'atsenállcw - door
 necnústen - window
 ck'máles - floor (any floor)
 xlílep - plank floor
 tk'emqín - roof
 tk'mika7 - roof
 sxlam ? - wall
 ck'makállcw - ceiling; wall
 mut - to live (one)
 tsyam - to live (many)
 c7ístkten - pit-house, winter-house
 sq'ílya - sweat-house
 ctsípwa7ten - cache-pit; root cellar
 letáhnt - tent
 yist - to camp
 cyistán - camping ground
 cts'awllcw - to clean up (whole house)
 áp'a - to wipe
 cts'áwlesem - to wash the floor
 íxwata! - sweep it (the floor)!
 sípata - shake it out (the mat)!
 ctsuts'áwa - to wash
 ts7ullcw - to enter this way
 ullcw - to enter
 astp'a7lláxw - to go outside

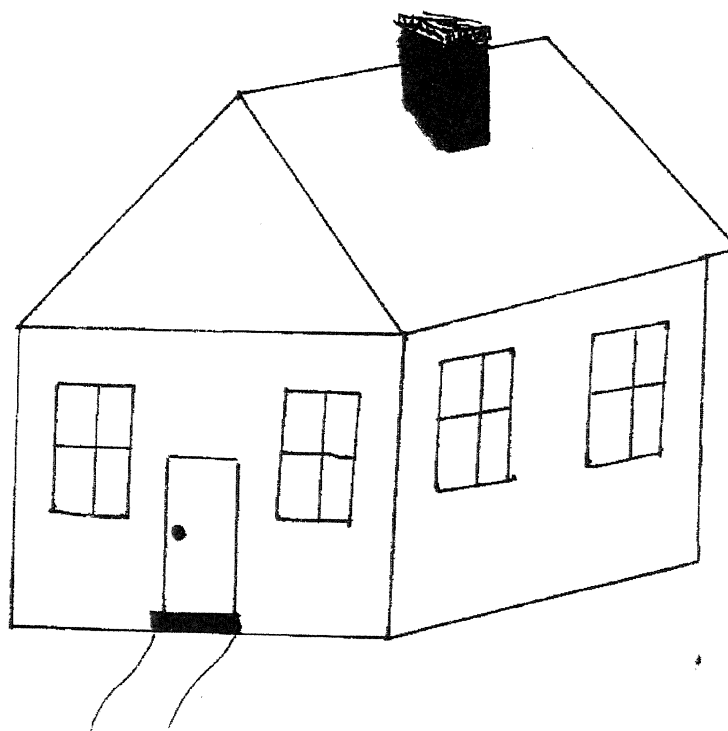
Phrases:

T'há7a k tsitcws ra _____ ? Where is _____'s house?
 T'há7a k mútes ra7 kyá7a? - Where does your granny live?
 T'há7a k mútes ra _____? Where does _____ live?
 T'há7a k mútucw? - Where do you live?
 T'há7a ra7 kyá7a k tsitcws? - Where is your granny's house?
 Swáti7 k tsitcws yi7ána? - Whose house is this?
 Swáti7 k pelltsítcw? - Whose house is this?
 _____ pelltsítcw. _____'s house.
 Xq'ixtsata ra ck'atsenallcw! - lock the door!
 Celmatsihta ra ck'atsenallcw! - close the door!

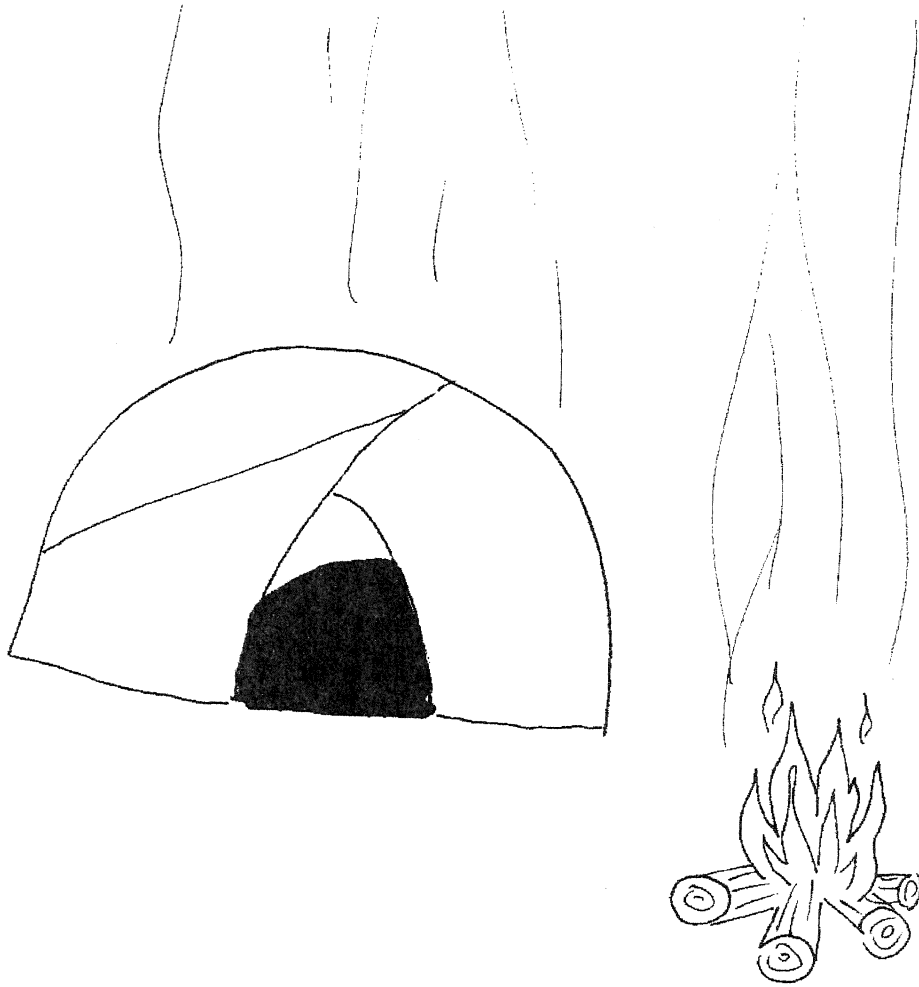
ckelltsínta ra ck'atsenállcw! - Open the door!
 katáka ra ck'menkállcw - touch the wall (ceiling)!
 sípata ra necnálestén! - shake out the mat!
 cts'áwata ra xlílep (ra necnusten, ra ck'atsenallcw etc)! - wash
 the floor (window, door, etc)!
 íxwata ra xlílep! - sweep the floor!
 cts'áwlesaca! - wash the floor!
 Ma7 cts'áwallcw-k! - clean the house!
 ts7úllcwa! - come in!
 astp'a7llcxwa! - go outside!
 Swáti7 ac k cpupáwtmes? - who is knocking at the door?



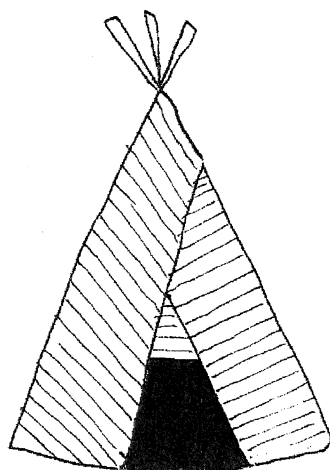
Le q'7as te tsitcw. C7ístkten' yiri7 sts7amátsta.



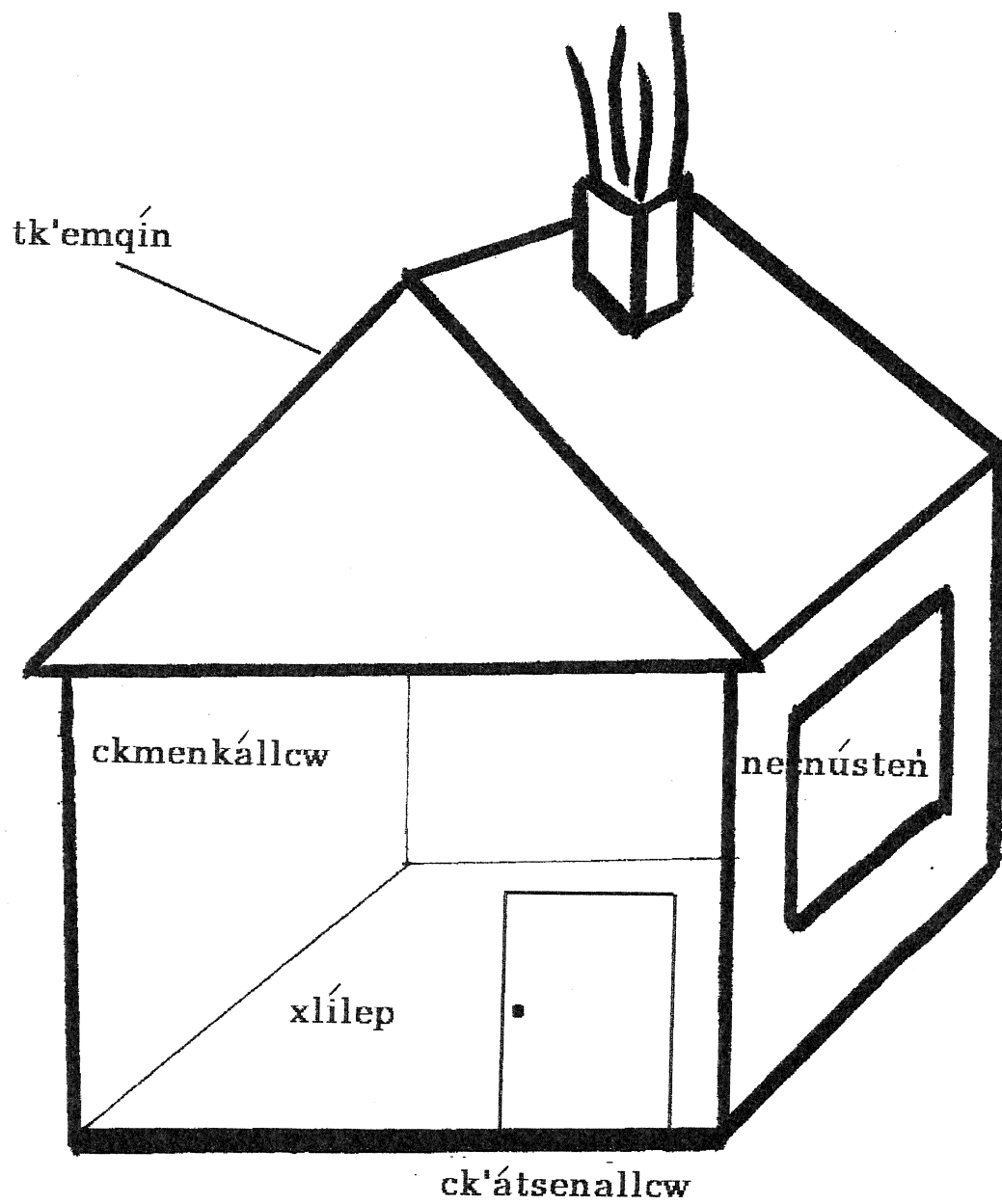
Pyin te tsitcw

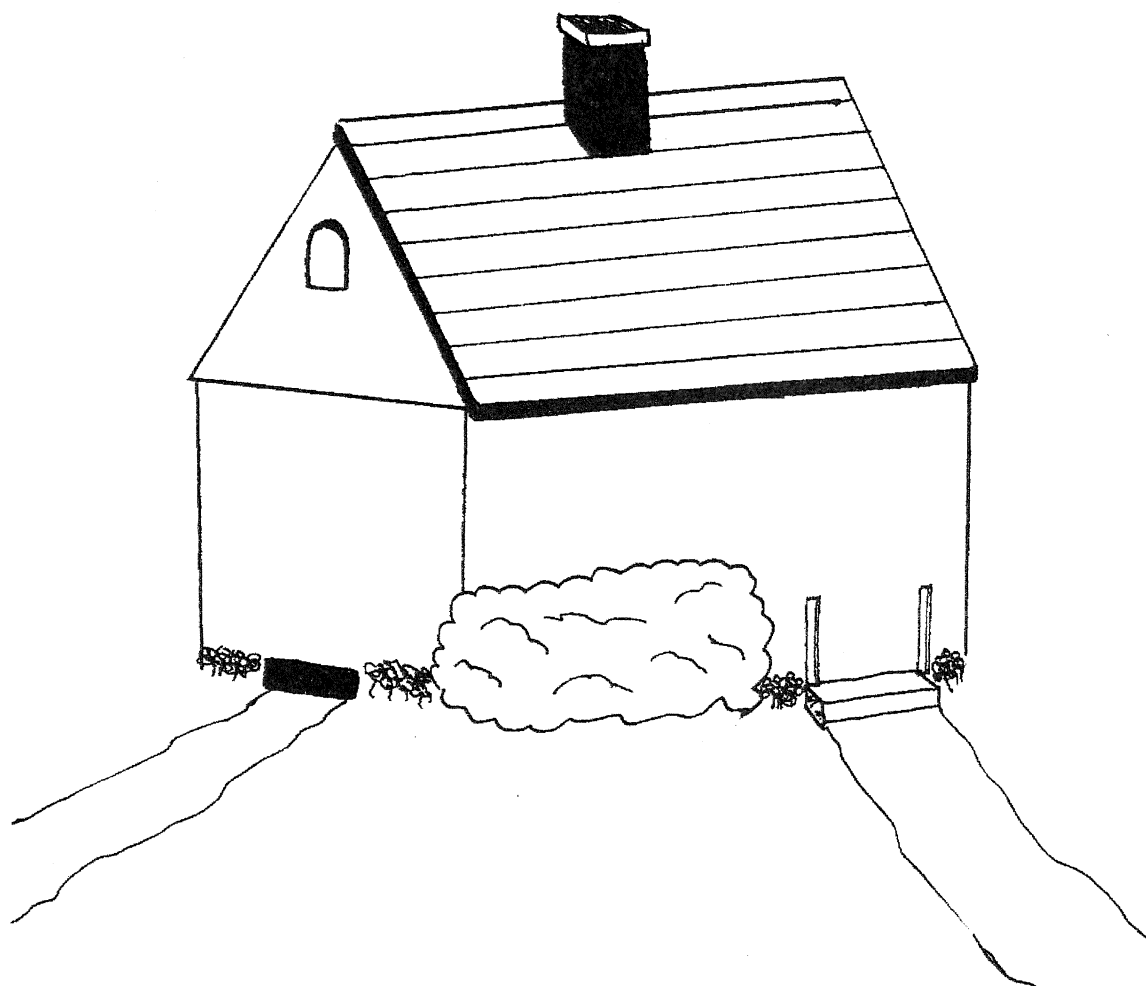


Sq'ílya yi7ána



letáhnt yi7ána. Yirí7 ra scyistá7s le q'7áses ra qelmúcw ne
sk'elúlecw.





Píqwata yi7ána te tsitcw. Stámi k ta7 k stsetsát.s na7ána te
tsitcw ?
Melmáhiqwata !

Unit 7: Ra ntsáwa7 - Myself

1. Unit Objective:

The objective of this unit is to introduce the students to the vocabulary, sentence patterns, as well as concepts and cultural values associated with a number of aspects of oneself. They include:

- The human body (body parts, looking after oneself)
- clothing (traditional and modern)
- feelings (about oneself and others)
- training oneself (hygiene and safety).

2. Rationale:

The vocabulary associated with the human body is part of the basic vocabulary needed for understanding and speaking Secwepemctsin. A large number of Secwepemctsin lexical suffixes for shapes (-eqs, -enk, -tsin, ekst, -cen, etc.) are also based on body parts. Likewise, the vocabulary and phrases for putting on and taking off items of clothing is an important part of the language. In Secwepemc culture, learning to look after oneself and respecting others, in body and in mind, is part of the training all children should go through.

3. Time

Approximately 8 weeks. This unit can be broken down into sections of 2-4 weeks and taught over two or more years of the Primary level.

4. Learning Outcomes:

After this unit, it is expected that students will:

- * say and recognize the Secwepemc terms for approximately 15 main human body parts;
- * understand simple sentences and answer questions using deictics (yi7ana, yiri7, yiray) and body parts;
- * understand the question marker -en and answer simple questions with ma7a(yes) and tah7ah (no);

- * begin to understand possessive forms for "my", "your", and "his/her/its" in conjunction with body parts;
- * understand and say approximately five important verbs relating to the body in motion and command forms (i.e. go, come, jump, get up, lie down, wake up);
- * understand first and third person singular of motion verbs;
- * say and recognize Secwepemc terms for several articles of clothing;- understand and use possessive forms for First, second and third person singular in conjunction with articles of clothing;
- * understand and say commands in conjunction with clothing, i.e. "put on your...", "take off your..." "put away your...", "go and get your..."
- * understand and discriminate quality words and verbs expressing feelings in Secwepemctsin, i.e. happy/sad, smile/cry, angry, smart, etc.
- * understand some terms for body hygiene, washing and grooming oneself.
- * understand and appreciate some cultural values and sayings related to taking care of oneself and one's body, and respecting others' feelings.

5. Suggested Teaching Strategies:

- TPR sessions or "tsut re Simon" (Simon says) using body parts or articles of clothing;
- pointing game with body parts chart;
- dress-up with actual clothes; teacher gives instructions on putting on and taking off articles of clothing. After some time practicing this, students can give commands to one another.
- use dress-up dolls and have children play with them dressing and undressing, comment on their actions and have them comment on their and one another's actions.

- make cut-out dolls and dress them up. Have children point to articles of clothing and body parts as the teacher names them. Ask children to identify body parts and articles of clothing.
- Use activity chart for feelings. Ask questions using question marker about whether faces look happy, sad, etc.
- have children draw persons with happy, sad, angry faces;
- Review TPR verbs for various motions; add new motion verbs.
- Show and tell with articles of clothing (modern and traditional);
- bring in soap, toothpaste and toothbrush, comb, brush, etc.
- act out washing and grooming oneself. Have children play roles.

6. Learning Resources:

- ⇒ Illustrations and work-sheets of Secwepemc Language Package;
- ⇒ Live props: Everyone's bodies for body parts; actual size and doll size articles of clothing;
- ⇒ traditional articles of clothing (buckskin vests, jackets, moccassins, etc.) and modern articles of clothing;
- ⇒ cut out dolls;
- ⇒ actual dolls with clothes;
- ⇒ pictures of people and clothes (for traditional items of clothings, see J. Teit, 1909, The Shuswap, and 1900, The Thompson Indians).

7. Suggested Assessment Strategies:

- ◆ TPR check-list of commands about body-parts, dressing and clothes, personal hygiene;
- ◆ observe students individually and in small groups about comprehension of body part terms and clothing terms, and terms for feelings, for hygiene.
- ◆ portfolio of student art work and completed work sheets.

8. Language Content:

a) ra suwanc - the body:
 sk'ápqa - head
 qáwten - hair
 ckwt'ústen; ckwetkwt'usten - eye(s)
 t'ána, tent'ana - ear(s)
 sp'saqs - nose
 splútsi; splútsa - mouth
 kalc, kelkalc - hand(s)
 lexlíxkst, lexlexlíxkst - finger(s)
 tk'mána - shoulder
 tk'málas - chest
 gwelánk - belly
 qu7 - belly-button
 ck'míka - back
 splap - buttocks
 sqw'axt, sqwexqw'axt - leg(s)
 lexlíxca, lexlexlíxca - toe(s)
 p'úsma - heart

Sentence Patterns:

yi7ána ra _____ (sp'saqs, t'ána,...) This is my (nose,ear)
 yiráy ra7 _____ That (near you) is your _____ .
 yirí7 ra _____ s. - That is his/her _____ .
 ra sp'saqs-a yi7ána? (ma7a, tah7ah). Is this my nose? (yes/no)
 tsúnemctsma ra7 _____ Show me your _____ !
 T'há7a ra7 _____ ? Show me your _____
 tkenstaka ra7 _____ Touch your _____

b) re tsyax - clothing

stastita7t - clothes, belongings
 qmut - hat
 stektits'a7 - shirt
 sxát'aca - pants
 spáka7 - gloves
 lekapú - coat
 píica - skirt
 llellúcw - dress, coat
 ckúpca7 - sock(s)
 síllts'u - shoe
 tkweltkálqs - underwear

Possessives:

ra qmut - my hat
 ra7 qmut - your hat
 ra qmuts - his/her hat
 ra qmut-kt - (all) our hat
 ra qmuts-kuc - our hat (not yours)
 ra qmut-ap - you people's hats

ra ckwt'ústen - my eye(s)
 ra7 ckwt'ústen - your eye(s)
 ra ckwt'ustens - his/her eye(s)
 ra ckwetkwt'usten-kt - (all) our eyes
 ra ckwetkwt'ustens-kuc - our eyes (including you)
 ra ckwetkwt'usten-emp - you people's eyes

Colours:

tsiqw - red
 kwahlt - green/yellow
 qwiqwyít - blue
 qwiqw'yít - black
 piq - white
 tsk'amáiqw ra _____? - What colour is the _____?

Commands:

álkw'ata ra7 _____! Put your _____ away!
 llcwatáka ra7 _____! Put on your _____!
 qmútaca - Put on your hat
 páka7ca - put on your gloves!
 llecwllúcwma! - Put on your shoes!
 ckúpcoma - put on your socks!
 lekepúma! put on your coat!
 tektíts'a7ma - put on your shirt!
 xét'emcanema - put on your pants!
 pílcama - put on your skirt!
 t'hánas ra7 spáka7 (qmut, etc.) where is your glove (hat, etc.)?
 yaxatsúta! - get dressed!
 nák'lesma !- change your clothes!
 stutiwca-k - your shoes are reversed (i.e. left on right and vice-versa)
 ctsecpelq'áiqs-k! - your clothes are on inside out!
 tkensa7wít ra7 stektíts'a7 ! - your shirt is on backwards!
 kllatáka ra7 _____ - Take off your _____
 tskwánta ra7 _____ - bring your _____ here!

Verbs of Motion:

nas - to go
 náscā/náscwiya - go! (one/many)
 st'7ak - to come
 llgwílca! - jump, bounce!
 astp'amápca - back up
 camúta - get up
 qíllta! - wake up!
 qíllenta ra _____! - wake up _____ (somebody)!
 ts'niqwt - to fight

Verb forms:

nas-ka - I go
 nas-k - you go
 nas - he goes

Qualities/Adjectives:

la7 - good
 la7 ra p'úsma - I'm happy, feeling good
 k7ap - sick
 k7ap ra p'úsma - I am sad
 geyáp - angry
 ts7acw - happy
 xána - hurt
 xenstás - to hurt someone
 xenstsút - to hurt oneself
 ts'7um - to cry

Negative Commands and Forms:

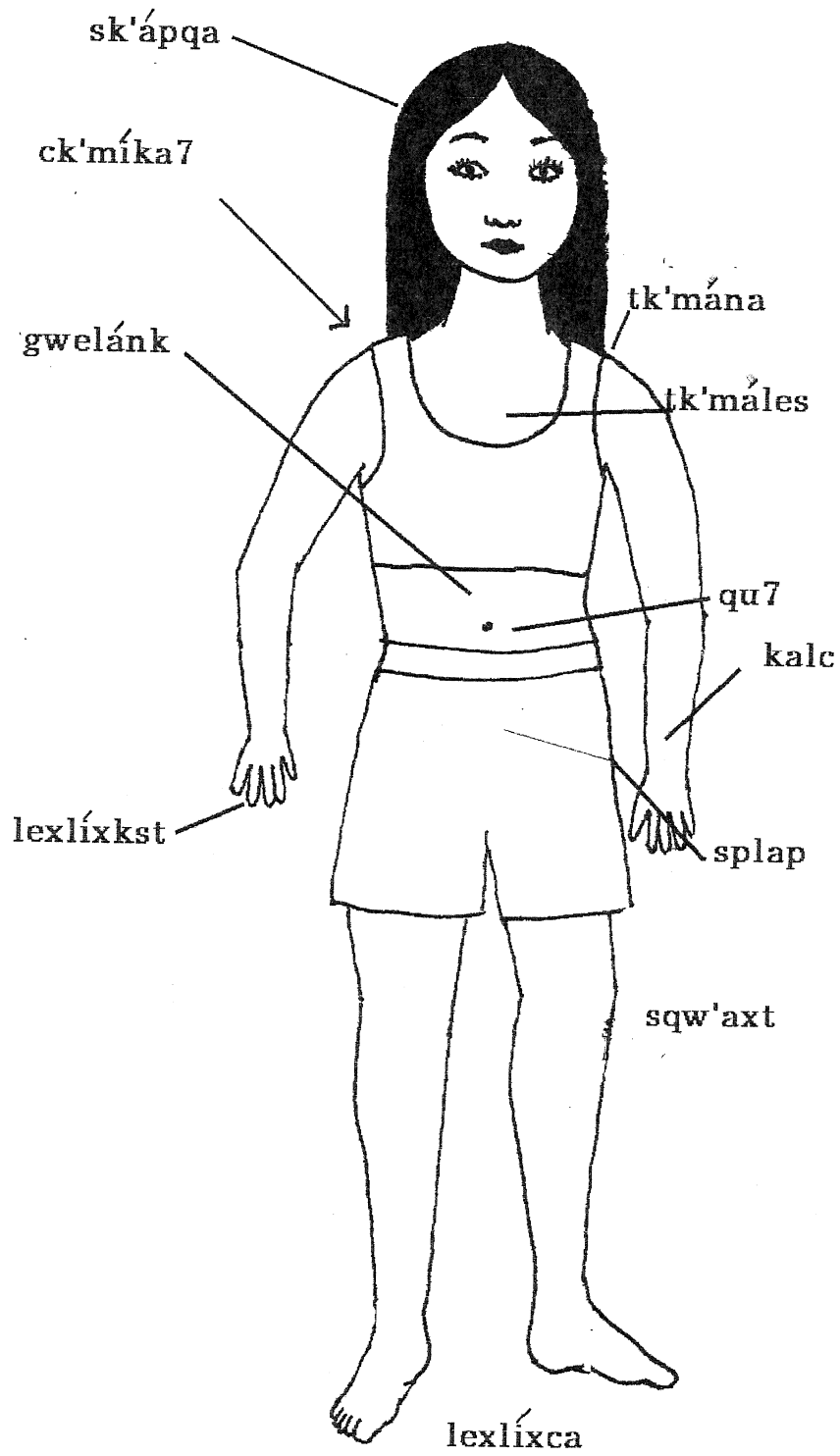
tá7aws ka7s _____! - don't (to one person) _____!
 tá7aws _____! - don't _____
 tá7aws k sts'níqwtap! - don't fight!
 tá7aws k skwanc - don't take it!
 tá7aws kwactc (te syákstens, te llellúcw, te síllts'us, te q'imaká7s, etc.) - don't take it from him/her!
 tsúkwes ka7 s _____! stop (or enough) _____!
 tsúkwes ka7 sts'7um - stop crying!
 tsúkwes ka7 sáyasa - stop playing!
 tsúkwes ka7 sts'niqwt - stop fighting

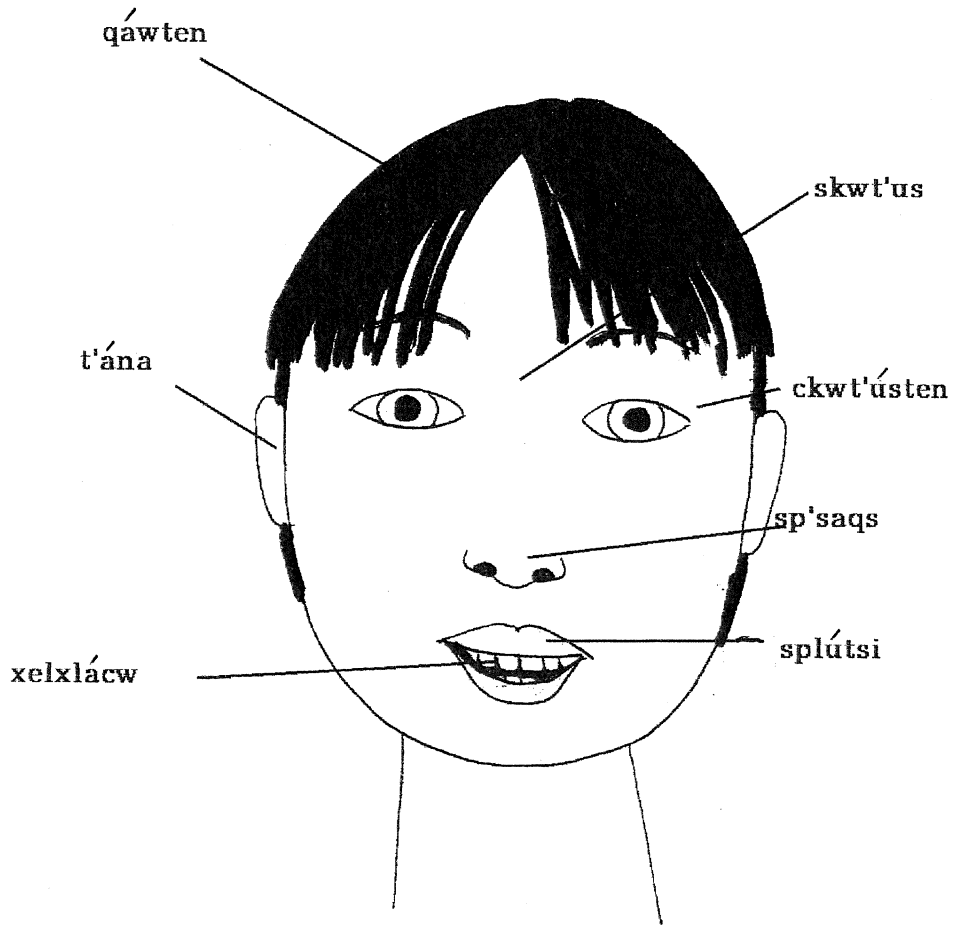
tsúkwes k sts'níqwtap! - stop fighting (many)
 ta7 k s (quality) _____ ra _____ (person/object) - _____ is
 not _____.
 ta7 k sk7aps ra Jennifer - Jennifer is not sick.
 ta7 ka sla7. - I am not feeling good

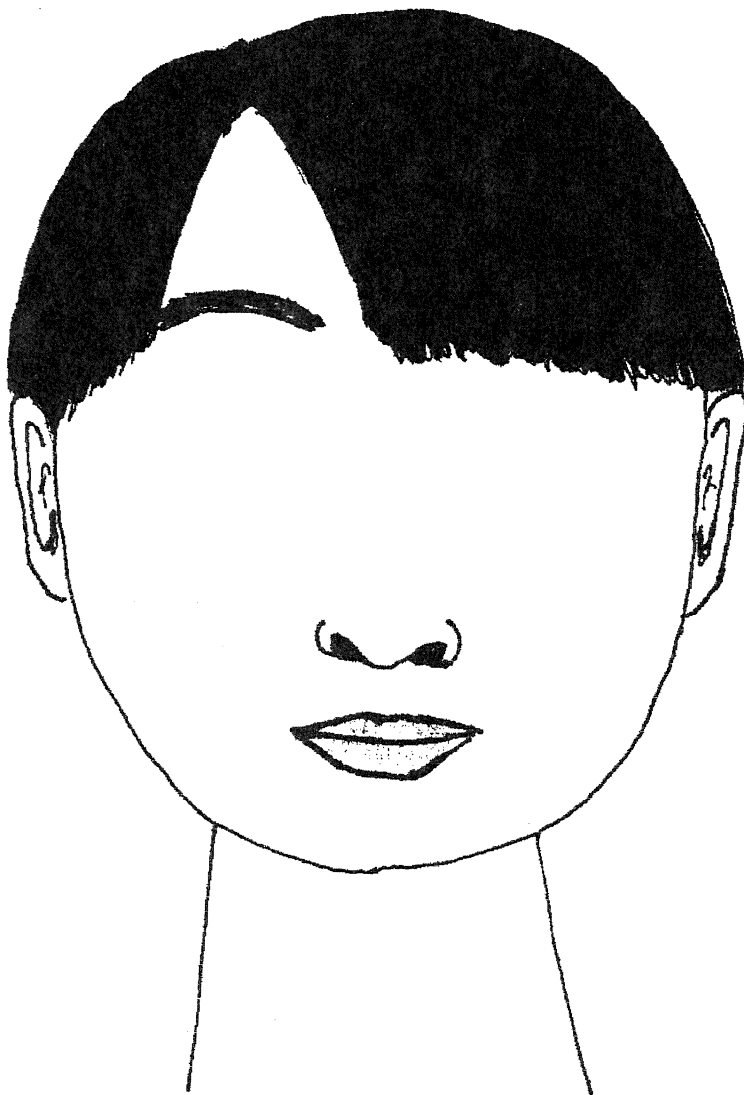
Ra atsxamin - training and hygiene

yucwastsúta! - look after yourself!
 sácwu - to bathe
 sácwma! - bathe, have a bath!
 ts'áwsten - soap
 ucwqína - to comb one's hair
 ucwqín-a-k! - comb your hair!
 csácwma7 - bathtub
 stcwaí - to smell
 (stcwelúps, stcwelcán, stcwelákst, etc.) - (smelly bum, smelly
 feet, smelly fingers, etc.)
 ctsáwtsnemca! - brush your teeth (with -tsen [mouth] suffix)
 ts'áwusma ! - wash your face!
 ts'áwkstma ! - wash your hands!

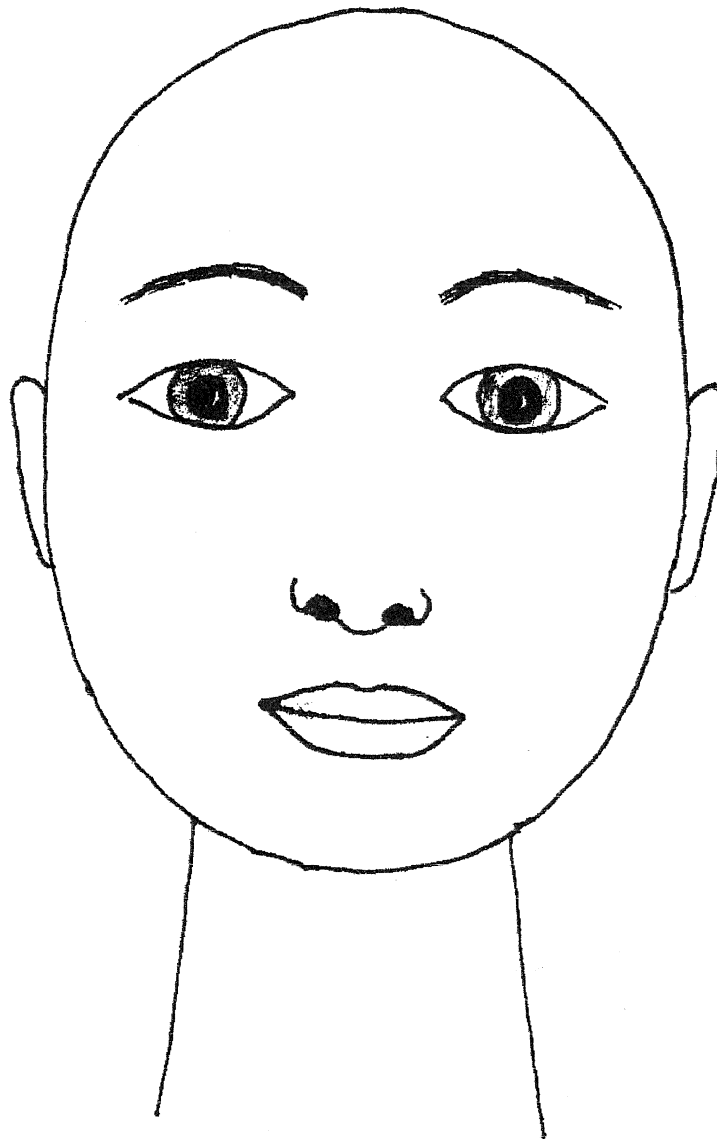
q'ílya - to have a sweat bath
 tkáya - to urinate
 menáka - to have a poop
 ra nas-ka - I have to go to the bathroom



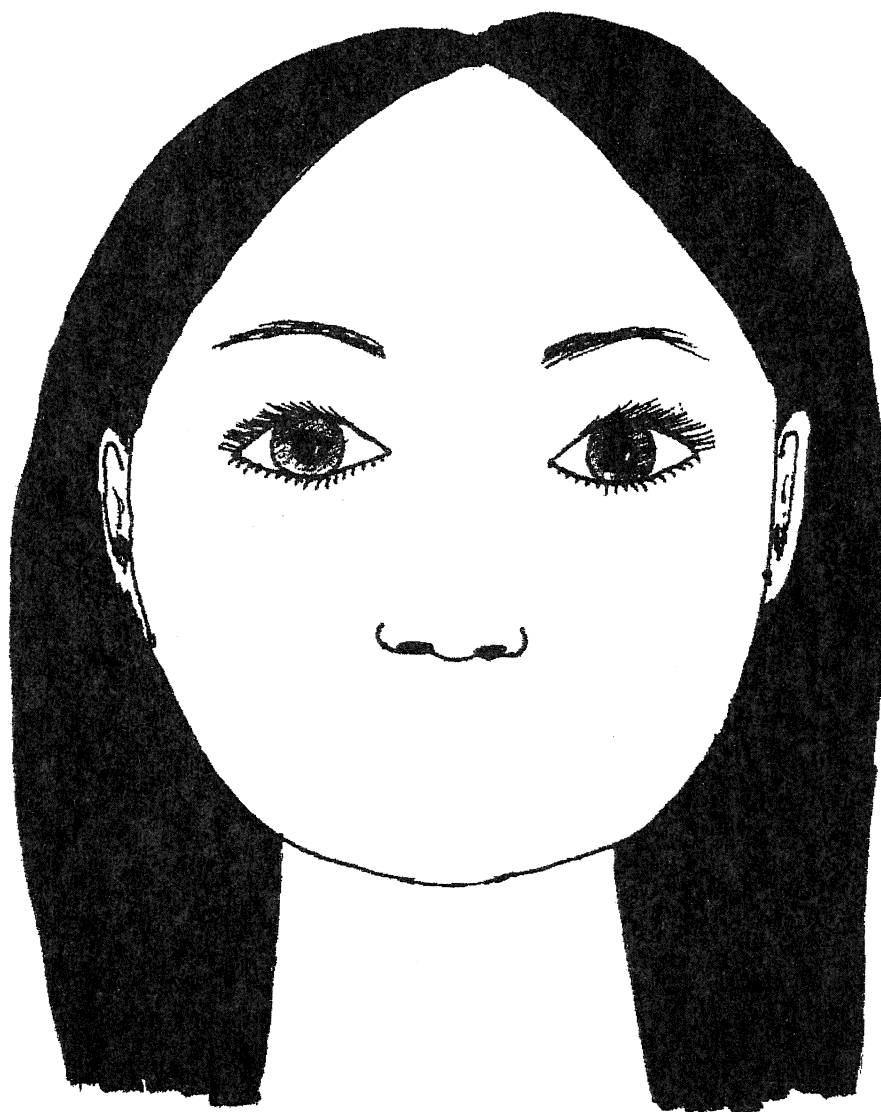




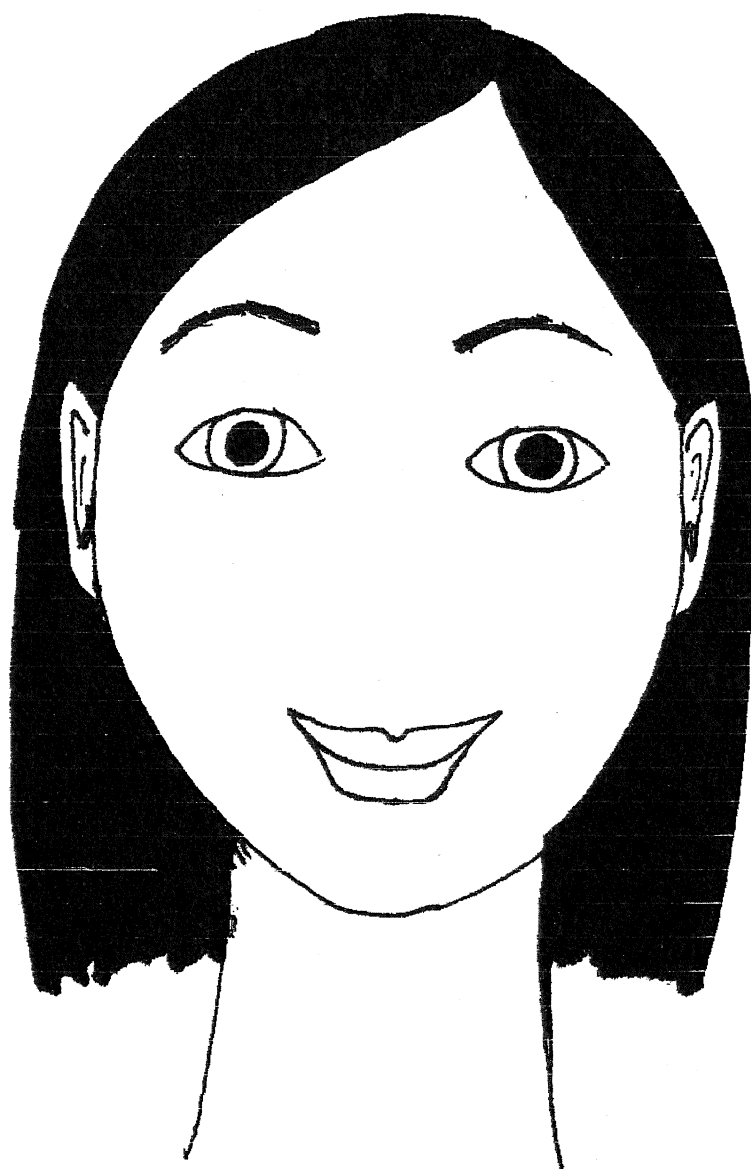
stámi k ta7 k stsetsát.s na7ána te skwt'us?
wí7sta ra skwt'us !



wí7sta yi7ána te skwt'us !

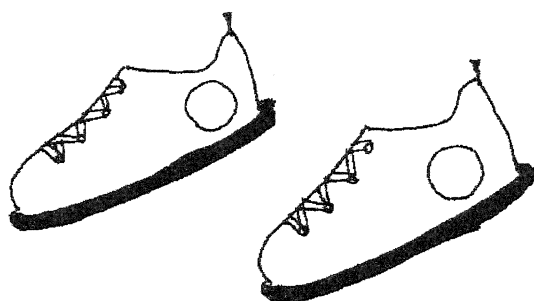


wí7sta yi7ána te skwt'us !



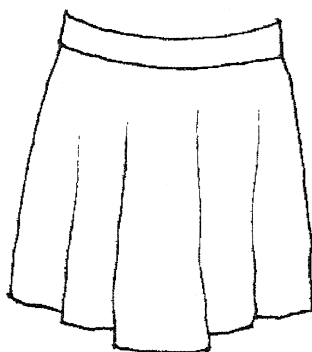
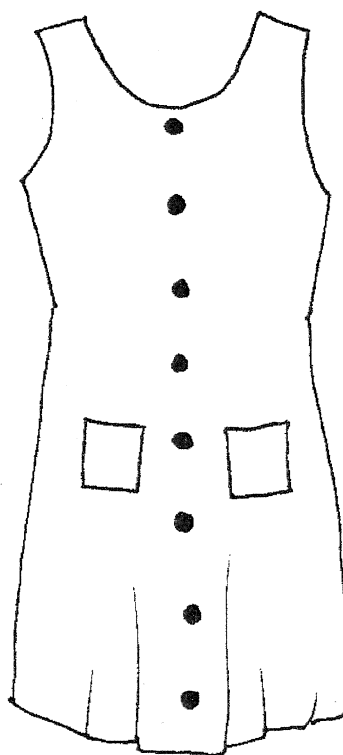
wí7sta yi7ána te skwt'us !

lekapú

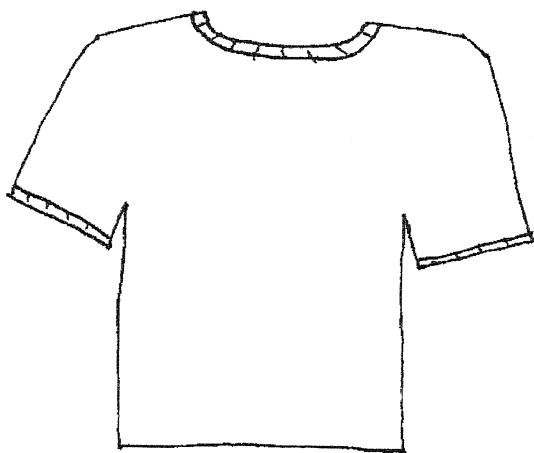


sillts'u

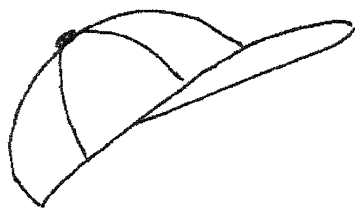
lhellúcw



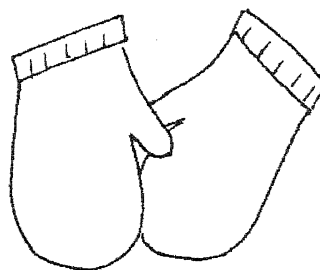
pílca



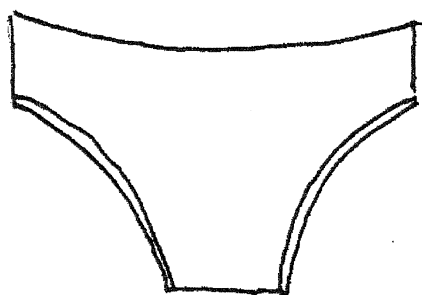
stektíts'a7



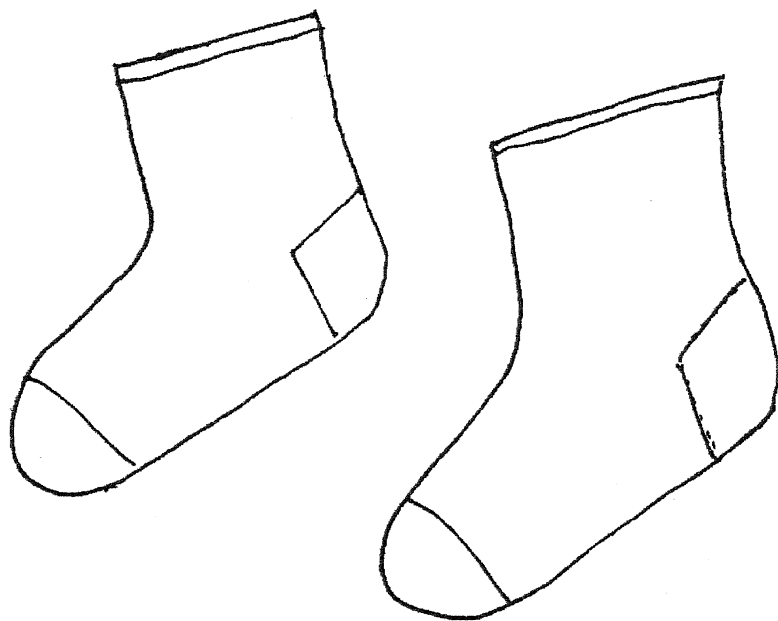
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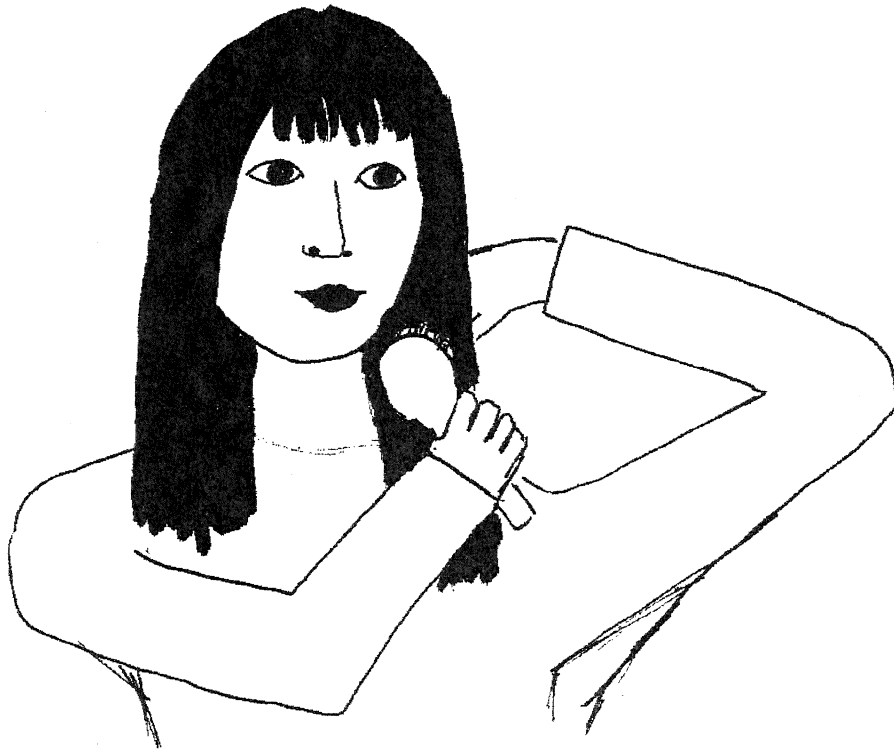
spáka7



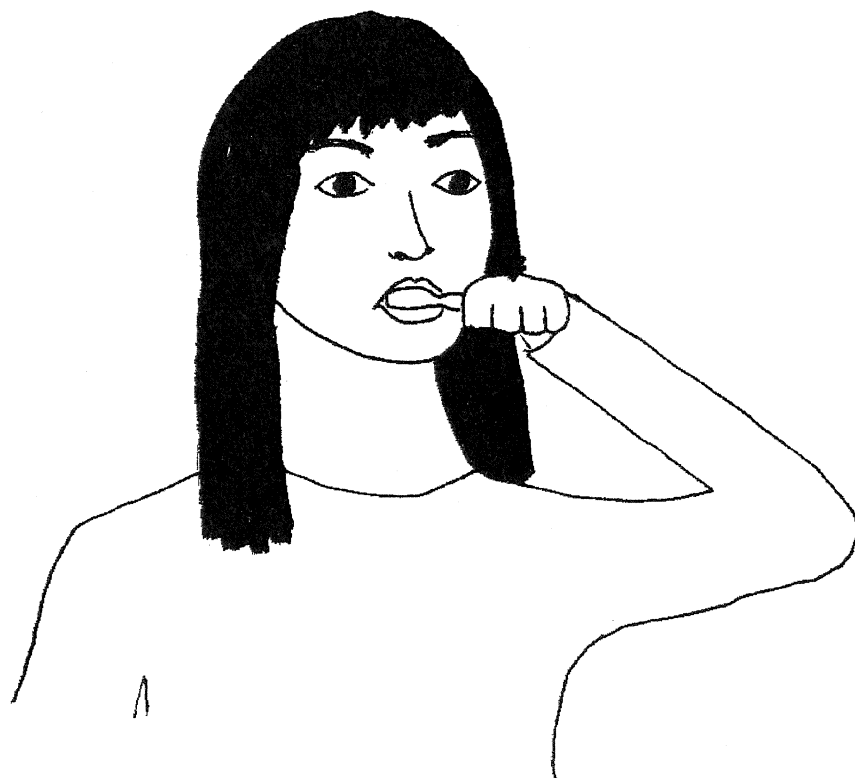
tkweltkáls



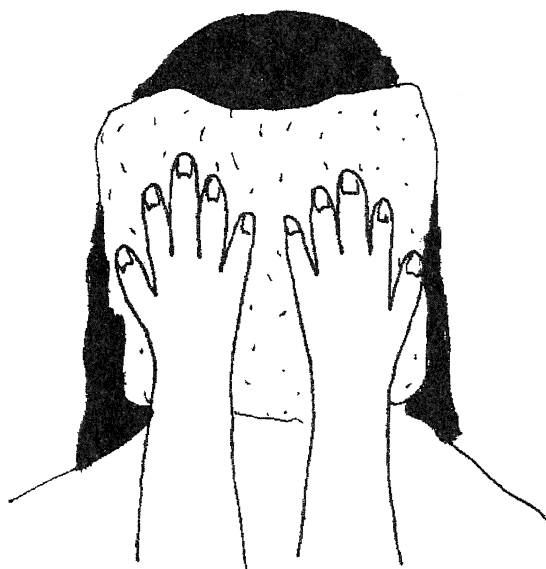
kúpcá7



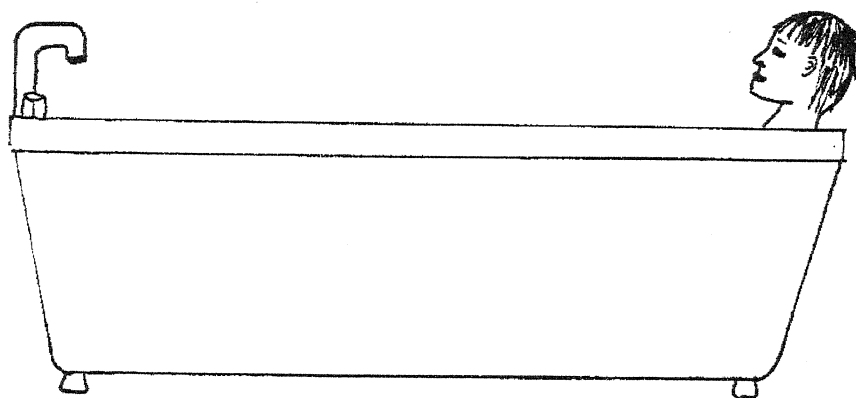
ucwqínama !



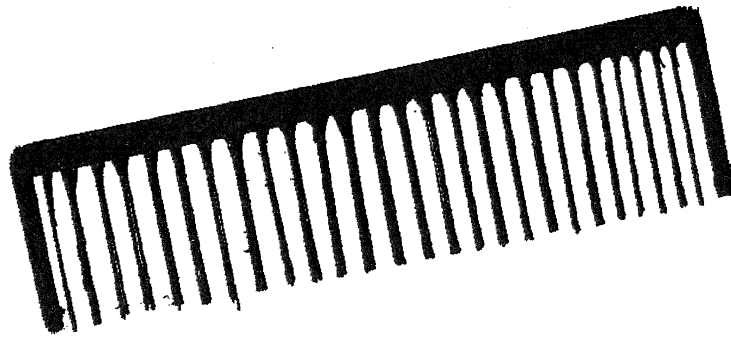
cts'áwtsnemca



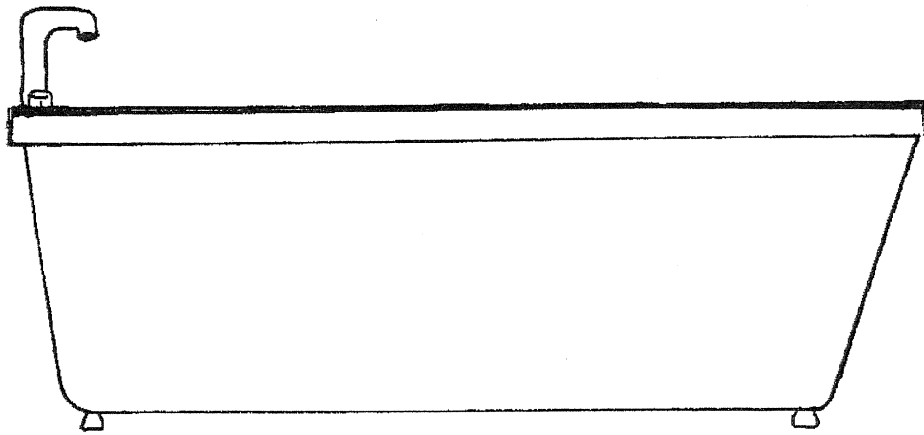
cts'áwusma !



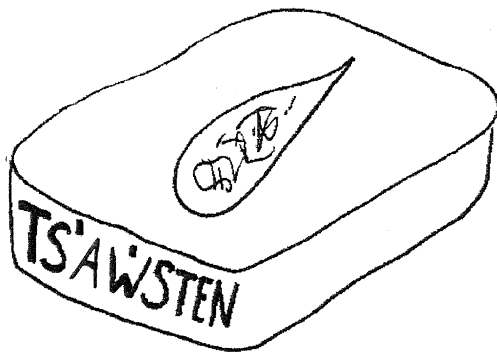
sácwema !



stecmín



csácwma7



ts'awsten

Unit 8: **Ra kw'saltkten:** Relatives and Family

1. Unit Objective:

The overall goal of this unit is to introduce the children to the values and traditions associated with family relations and kinship in Secwepemc society. This includes the Secwepemctsin terms for various relatives and family members, as well as meaningful questions and phrases to say and respond to involving family members.

Note: Many children in class may not live in nuclear families or two-parent families. It is important not to stress or emphasize these forms of family as the only types of family or the only proper kinds of family. Many children may live in single parent families or three generation families, or with step-parents instead, which must be included in what is a family. Other children may have important family members (uncles, a parent who does not live with them) who are not members of their household but whom they feel are family. In Secwepemc society, the extended family, not the nuclear family, is the important family.

2. Rationale:

In traditional and contemporary Secwepemc society, family and kinship play and played an important part in determining a person's role in the community and his or her overall network of obligations and expectations towards others. Importantly, the concepts and norms of who is reckoned as relatives and how their relationship to oneself is defined are different from the concepts of European and Anglo-Canadian society.

3. Time:

4 weeks/50 minutes daily

4. Learning Outcomes (Grades K - 1):

After this unit, it is expected that students will:

- * understand the Secwepemctsin terms for several relatives, i.e. grandfather/grandmother, mother/father, brother/sister (= sibling of opposite sex/same sex, cousin, grandchild);
- * understand the Secwepemc third person singular possessive, i.e. "John's grandmother;"

- * understand the first person singular possessive for family member words, i.e. "my mother", "my sister;"
- * appreciate the importance and traditions of the Secwepemc extended family.

4b. Learning Outcomes (Grades 2-3):

After this unit, it is expected that students will:

- * understand and correctly use the Secwepemc language terms presented by the teacher (see language content below);
- * understand and be able to express first, second and third person singular possessives in conjunction with terms of relation;
- * tell the difference between kinds of relatives and their roles;
- * understand the value of family ties and roles.
- * (note: the Secwepemc terms for aunts and uncles are very complicated. While the teacher can present them at this Grade level, it is not expected that students will know or master them.)

5. Suggested Teaching Strategies:

- Have pictures of elders and people in the community, point them out as relatives of children, oneself and others;
- invite children to bring photographs of grandparents, parents, siblings. Identify in Secwepemtsin who is whose relatives;
- have children draw pictures of their family, household, and family members;
- have elders and community members come to class who can identify their family members and relatives among the children;
- listen to and learn the "Tsetse" song on the Nels Mitchell tape.

6. Learning Resources:

- ⇒ hand-outs and work-sheets from Secwepemc Language Package;
- ⇒ photographs of elders and family members (provided by teacher and/or brought in by students and their elders;
- ⇒ paper, felts, pens for drawing and colouring;
- ⇒ elders;
- ⇒ Nels Mitchell tape ("tsetse" song).

7. Suggested Assessment Strategies:

- ◆ observation of children during show and tell in the classroom;
- ◆ collection of children's art-work

8. Language Content:

Terms for Relatives:

kw'sáltkten - relatives, family
 slá7a - grandfather
 kyá7a - grandmother
 qa7tsa - father
 ki7ca - mother
 úqw'i - sibling or cousin of same sex
 smá7sta - sibling or cousin of opposite sex
 st'amkált - daughter
 sqwsa7 - son
 sintsa - younger brother
 qatsk - older brother
 tsátsa - younger sister
 kic - older sister
 skúya - baby of a family
 skw'imámelt - infant

Possessives:

ra slá7a - my grandfather
 ra kyá7a - my grandmother
 ra kw'sáltkten - my relatives

(2nd person singular)

ra7 slá7a - your grandfather
 ra7 kyá7a - your grandmother
 ra7 kw'sáltkten - your relatives

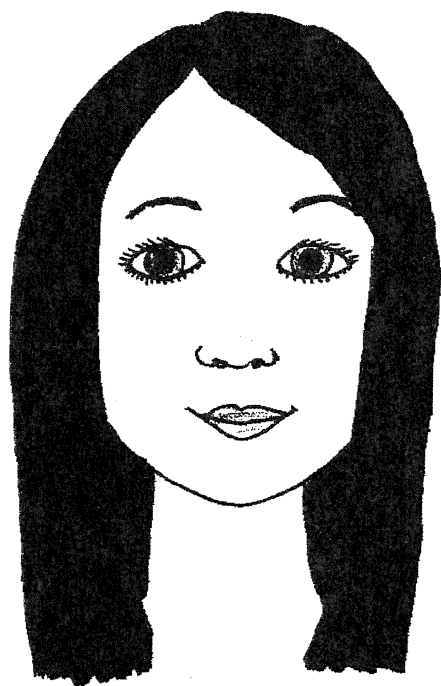
3rd person singular

slá7as (ra John) - his grandfather
 kyá7as (ra John) - her grandmother
 kw'sáltkten (ra John) - his relatives

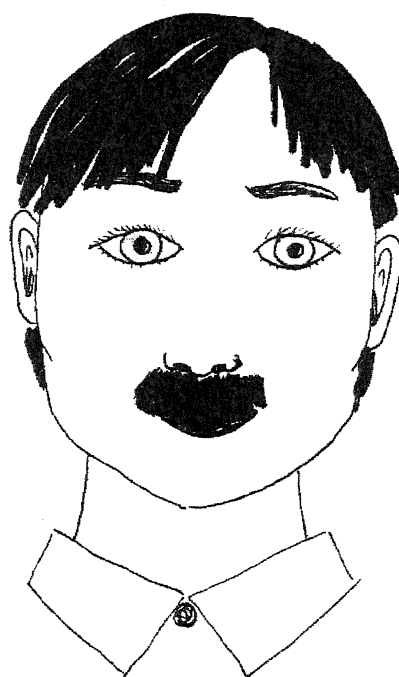
Questions and Answers:

Swáti7 k úqw'is ra _____ ? - Who is _____'s brother/sister
 swáti7 ka7 úqw'i ? - Who is your brother/sister?
 teksála ra smá7stas (tsátsas) ra George; skwasts _____ all
 _____ . George has two sisters (younger sisters). Their names
 are _____ and _____.

Ra kw'sáltkten:



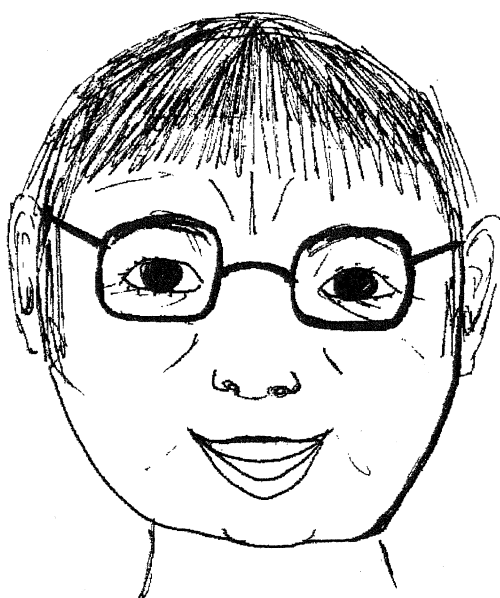
kí7ca



qá7tsa



kyá7a



slá7a



síntsa



qatsk



tsátsa



kic

Unit 9: Ra tmicw-kt:

The Community and its Surroundings

1. Unit Objective:

This is a primary level social studies/geography unit carried out through the Secwepemc language. The goal of the unit is to familiarize the children with some of the important place names of their surroundings, and some of the spatial and social dimensions of the geographic features of the community they live in.

2. Rationale

Knowledge about important place names constitutes some essential cultural and linguistic knowledge for Chase Secwepemc people. Terms for geographic and spatial features are part of the basic vocabulary of the language.

3. Time

4 weeks/45 min. daily

4. Learning Outcomes (Grades K-1):

After this unit, it is expected that the students will:

- * understand 2-3 place names associated with the Chase area reserves and their surroundings;
- * understand and be able to point to several nouns for geographic features (lake, creek, river, mountains, etc.);
- * practice terms and concepts for direction and relative location

4b. Learning Outcomes (Grades 2-3):

After this unit, it is expected that the students will:

- * understand and say about 6 place names associated with the Chase area reserves and their surroundings;

- * understand, be able to point to, and say short phrases using several nouns for geographic features (lake, creek, river, mountains, etc.);
- * understand in Secwepemctsin, and be able to use in Secwepemctsin, some concepts of and terms for spatial direction and locations (in front of, behind, in the middle, on top, below, left, right)

5. Suggested Teaching Strategies:

- children go on a field trip through the reserve community (K-1) and area (Grade 2-3). Teacher points out, asks questions about, and talks about buildings, road, bridges, creek, hills, and other geographic features.
- Have elders/speakers of the language show geographic features and buildings to them.
- Have children draw a picture of the school, band-office, reserve, etc. identify them in Secwepemctsin. Work with children individually or in small groups discussing what they have drawn.
- Identify buildings, roads, bridge, place names on photographs;
- have large map suitable for primary grades on display;
- (note that primary age children do not know how to transpose three-dimensional landscapes into two-dimensional maps; however, by adapting a map that shows the landscape, along with buildings, landmarks, etc., children can learn this skill).

6. Learning Resources:

- ⇒ Secwepemc Language Package work-sheets and illustrations;
- ⇒ pictures and enlarged photographs of places in the community;
- ⇒ pictures and drawings of: houses, churches, bridges, community gym, fire hall, etc.
- ⇒ pens, crayons, felts, paper for drawing;
- ⇒ child-size community map.

7. Suggested Assessment Strategies:

- ◆ TPR check-lists on directions, naming place names and geographic features;
- ◆ through observation of children and question games with pictures and objects in the classroom;
- ◆ through children's art-work.

8. Language Content:

Place Names:

Sexqaltqín - where Adams River comes from Little Shuswap Lake
 Cstálen - Adams Lake Reserve
 Sk'atsín - Neskonlith Reserve
 Qw7áwt - Squilax Reserve
 Legwíka7 - Bear Creek area
 Tk'emlúps - Kamloops

Nouns:

tmicw - land, country, earth
 pasállkwa - lake
 setatkwa - river
 tswac - creek
 tsqwum - hill
 sqeltús - mountain
 nexláu7sten - bridge
 cucwáall - road
 tsitcw - house
 xqwatsín7ten - church
 yucwmení7eten - daycare
 skul - school
 ctse7meksá7ten - school
 c7átsxa7ten - school
 ctse7xemwí7icten - school
 clleq'má7ten - school
 (* language committee suggested all or any of the words above for school)
 xqwelá7llcw - band office (or court house)
 xqw'yilcmá7llcw - dance hall
 cmelkw'má7llcw - meeting hall
 cllepsemá7llcw - fire hall

Directions and locations:

extekákst - right
 cts'elacwákst - left
 tqaltk - top
 ne tqaltks - on top of
 kw'elltk'á7mt - bottom
 ra kw'ellk'á7mts - under
 sa7wít - behind
 xetáqs - in front of

tken7álye - this side of
tkenú7 - other side of

Phrases:

T'há7a ka7 xqwentsín ten ? - where is your church?

T'há7a k tsitcws ra7 slá7a? - Where is your grandfather's house?

T'há7a k tsyámes ra _____ all ra _____? Where do _____ and _____ live?

sa7wít ten tsitcw ra kyá7a ra tsitcws - my grandmother's house is behind my house

or: tkenú7 ten tsitcw ra kyá7a ra tsitcws

xetáqs ten tsitcw ra kyá7a ra tsitcws - my grandmother's house is in front of my house.

or: tken7álye ten tsitcw ra kyá7a ra tsitcws

sek'máws ten kyá7a all ten kí7ca ra tsetsítcws ra tsitstcw - my house is in between my grandmother's and my mother's house.

or: t'ekcí7 ten tsitstcws ra kyá7a ra tsitcws.

ra tsitcw ne seq'út.s ra kyá7a all ra kí7ca ra tsitcws - my house is next to my granny's and my mother's house.

Unit 10: Ra sáma7 ra tmesca'ns all ra spipyúy7as:

Farm Animals and Ranch Activities

1. Unit Objective:

To introduce to the students a number of domestic animals named and utilized by the Secwepemc, and to point out differences and similarities in size, shape, colour, habits, etc, of animals.

To learn about baby animals.

2. Rationale

Terms for domestic animals are a useful and essential part of Secwepemc vocabulary. Secwepemc people's relationship with nature involve wild as well as domestic animals. For the children on the reserve, domestic animals and farm animals were a part of everyday life. This unit should best be presented in spring, which is also the time when domestic and wild animals have their young ones.

3. Time

3-4 weeks, 45 min./daily

4. Learning Outcomes:

After this unit, it is expected that students will:

- * Recognize (K-1) and pronounce with some accuracy (2-3) the words for about ten domestic animals in Secwepwmcstsin;
- * Respond to simple questions asking for animals, e.g. Stam'i yi7ana? (What is this?); W7ac k kanmes ra _____? What is the _____ doing?
- * Understand numerous verbs and adjectives which make reference to size, colour, and use of animals.
- * Appreciate some Secwepemc stories which tell about relationships between animals and qualities of animals.
- * Recognize counting words up to five for animals.
- * Appreciate the importance of horses, cattle and ranching in present and past Secwepemc culture.

5. Suggested Teaching Strategies:

- Use mounted pictures of animals and animal activities;
- Practice vocabulary with flash cards, mounted pictures and photos;
- Have children draw pictures of animals. The teacher will work with students individually or in small groups and comment on their work, ask questions about pictures, etc.
- Paste and cut pictures about domestic animals and ranch life out of magazines. The teacher will work with students individually or in small groups and comment on their work, ask questions about pictures, etc.
- Have children draw their favourite pet;
- Visit a farm or ranch in the area to see ranch animals, especially baby animals (lambs, calves or horses);
- Have elder(s) come to class to tell an animal story.
- Listen to the "Pinto Pony Song"; practice the song with children.
- Tell and act out rhyme about Five Little Puppies/tsitselkst te sqexqaxa7ay'a (see tape by Bridget Dan, this is the Secwepemctsin version of "five little monkeys").
- Sing with children the adapted song, in Secwepemctsin, There was an Old Lady who Swallowed a Fly

6. Learning Resources:

- ⇒ Secwepemc Language Package illustrations and hand-outs;
- ⇒ mounted photographs of domestic animals;
- ⇒ hand puppets;
- ⇒ Monkey mits (animal words; counting animals);

- ⇒ paper, pencil, crayons or felts and glue;
- ⇒ elders in class;
- ⇒ field trip;
- ⇒ SCES song tapes and song-book

7. Suggested Assessment Strategies:

- ◆ Observation in the classroom,
- ◆ pictures drawn by the children
- ◆ checking individual and group's responses during TPR and show and tell sessions.

8. Language Content:

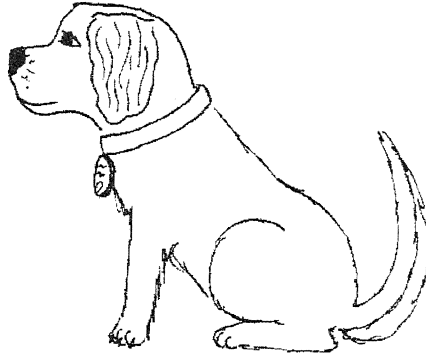
spyu7 - bird
 st'amáhl - cow
 kwéso - pig
 nek'ts'a7sqáxa7 - horse
 q'yí7ak - foal, colt
 tsíken - chicken
 lekwók - rooster
 sqáxa - dog
 pus - cat
 cpesíseít - kitten
 kw'sicw - goose
 s7ást'cwu - duck

Riding horses:

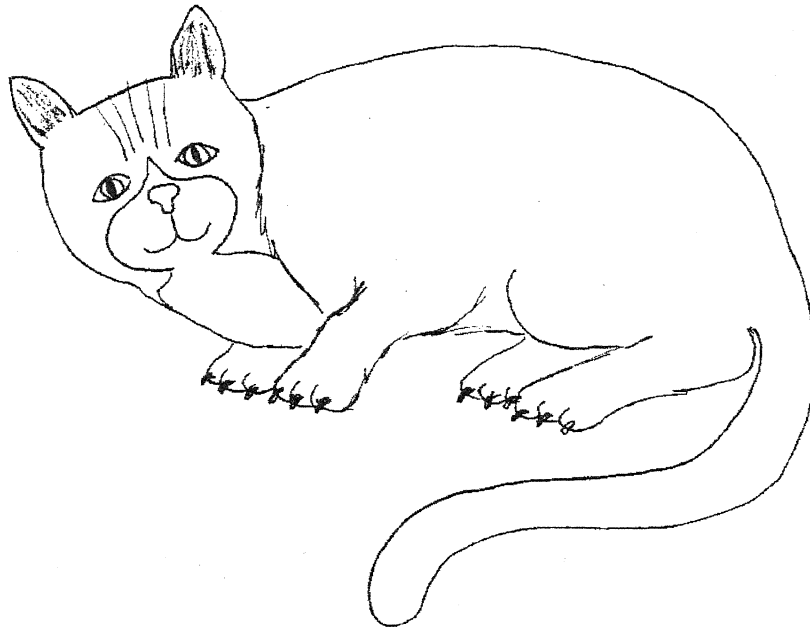
temtáws - to ride
 ts'elcwíka7 - saddle
 ts'elckwa7sqáxa7 - to saddle a horse
 getsqáxa7ten - bridle
 láwqsten - halter
 tágtske7, tagtsketen, gatsmin - lead rope

Qualities/Adjectives:

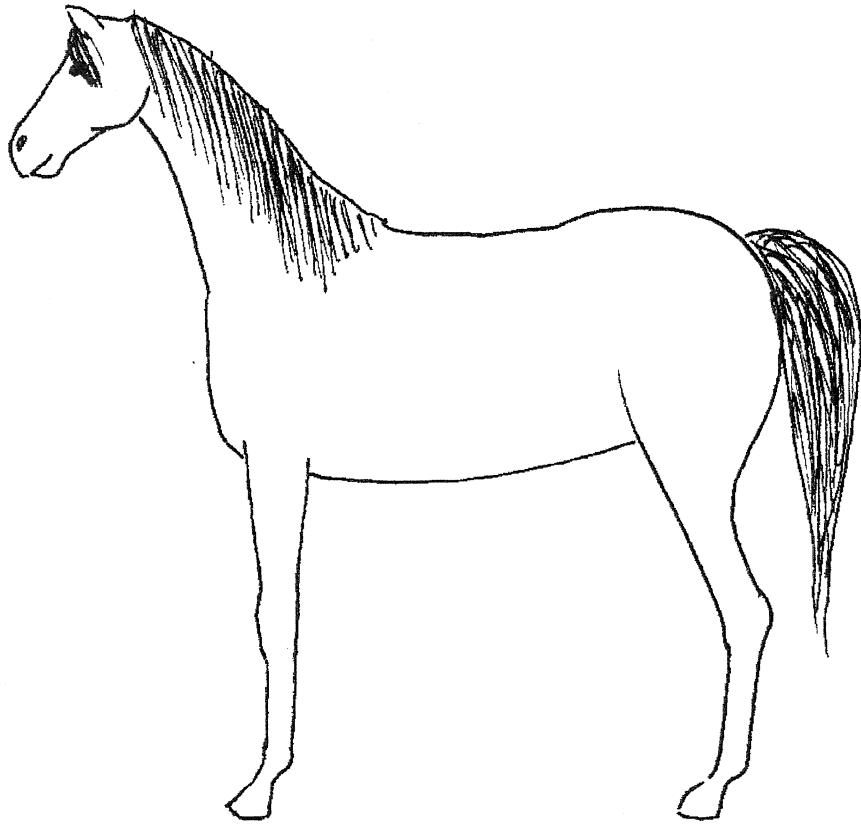
xyum - big
 kw'oyí7sa - little
 q'utst - fat
 tsqw'exw - skinny
 tsk'áwelc - old (people and animals)
 tuwiwt - young
 k'ult - to be born
 yucwt - newborn (animals)



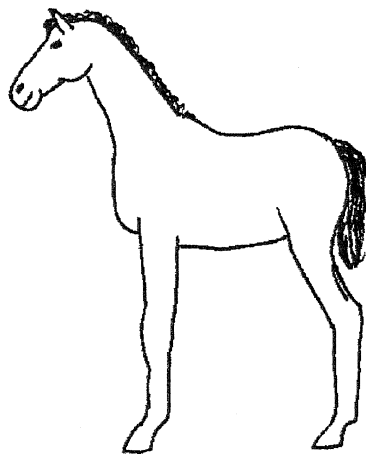
sqáxa yi7ána



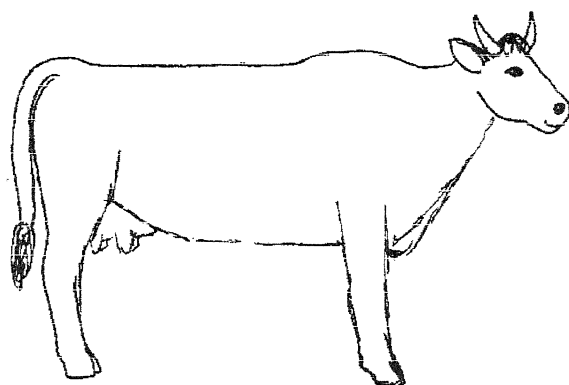
pus yi7ána



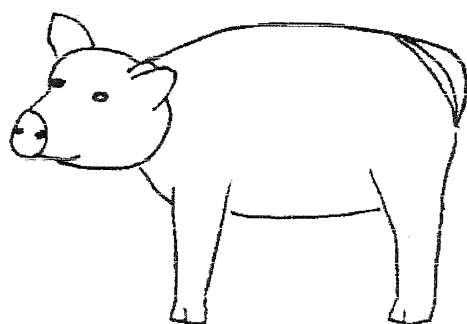
nek'ts'a7sqáxa7 yi7ána



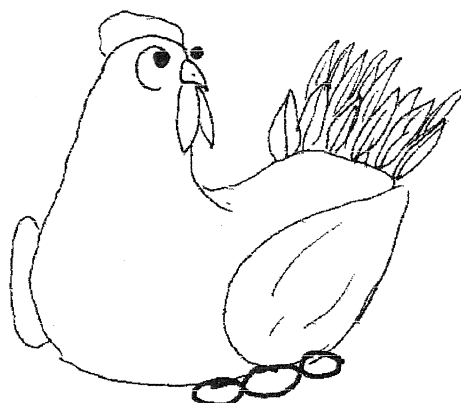
qw'yí7ak yi7ána



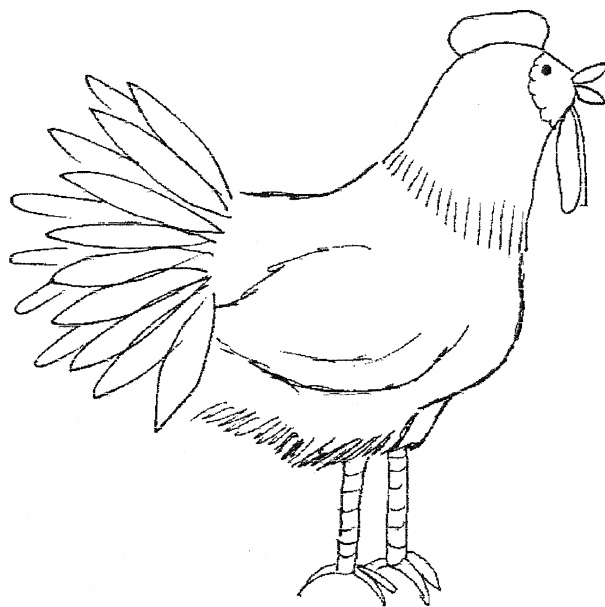
st'amáhl̥t yi7ána



kwéso ri7

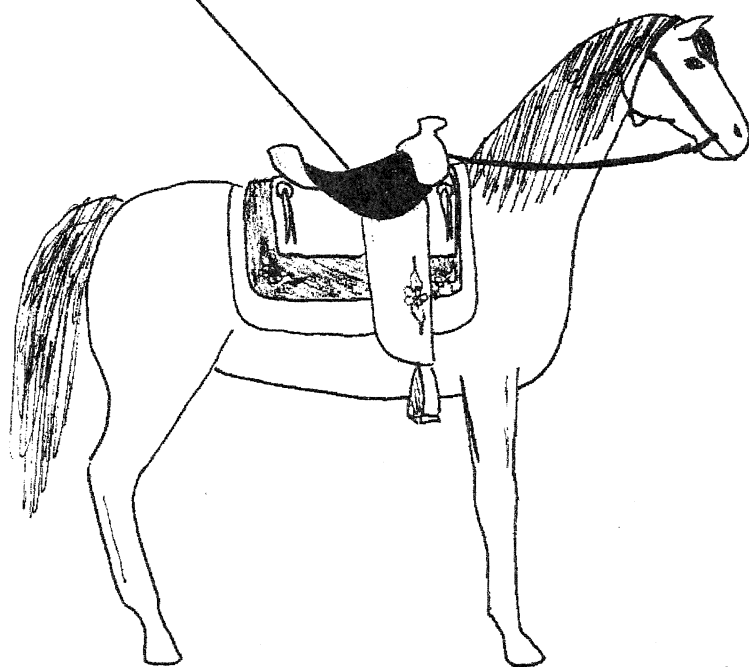


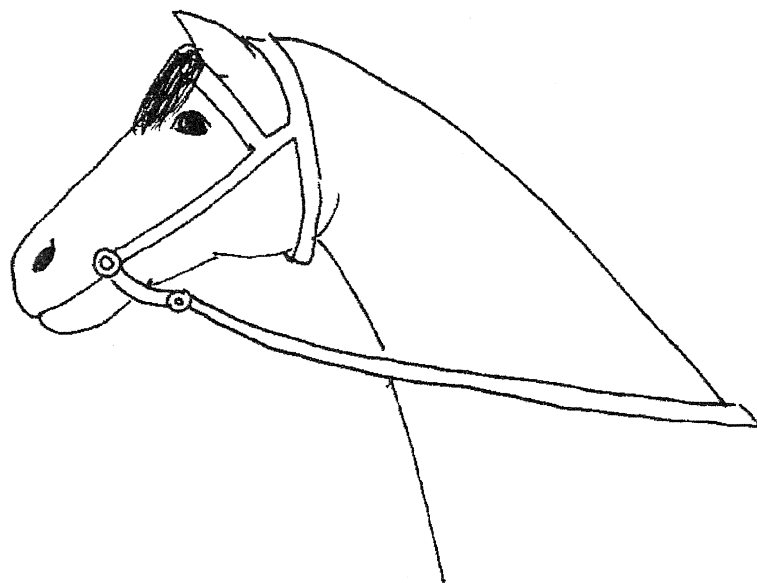
tsíken yi7ána



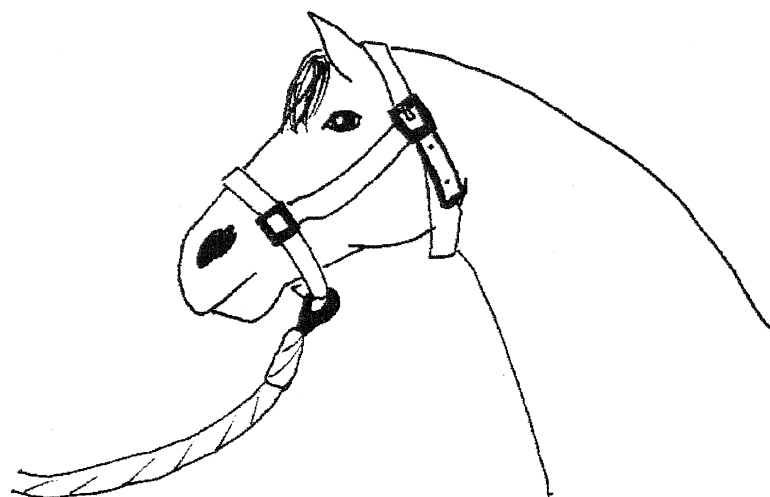
lekwókw ri7

ts'elcwíka7





getsqáxa7ten yi7ána



láuqsten yirí7

Unit 11: Ra s7a7llq all ra skw'anllq Plants and Plant Gathering

1. Unit Objective:

This unit coincides with mid to late spring, the time when some of the first plant foods were traditionally ready to harvest (roots, fresh shoots of plants, cambium), and when flowers and other plants are out. The unit will introduce children to terms and phrases involving generic terms for plants, as well as a few specific ones; to an appreciation of important food and medicinal plants, and an appreciation of nature and plant life according to traditional Secwepemc values.

2. Rationale

In traditional Secwepemc culture, plants played an important role as food, medicine, in many aspects of technology and in terms of spiritual values and beliefs associated with them.

3. Time:

3-4 weeks/45 min. daily

4. Learning Outcomes:

After completing this unit, the students will be able to:

- * Recognize and pronounce with some accuracy the names for about a dozen important plants in Secwepemc culture;
- * understand some basic phrases that make references to qualities of plants (size, colour, number, taste), and activities associated with them (to make, k'ula; to pick, q'wlewa; to dig, a7llq);
- * understand activity words (see above) associated with plant gathering and going places, and begin to understand the use of the intransitive plural paradigm (i.e. we go, you all go, etc.);
- * appreciate the respect that the Secwepemc people showed for plant life as part of the living universe;
- * appreciate the lessons which stories teach about the environment and nature.

5. Suggested Teaching Strategies:

- nature walk(s) around the reserve or near the school;
- a trip to Neskonlith Lake and Neskonlith Meadows, Bear Creek or some other area that features a lot of wild plants that could be useful. Name plants, teacher makes comments about them, shows how they are collected and used.
- Take children out to collect birch bark, teaching them how to strip bark of the tree and how to show proper respect to the trees.
- Make miniature "birch bark baskets" out of cut-out paper patterns, letting the children sew them together.
- Berry-picking Song by Ethel Billy or Nels Mitchell
- Listen to, and then teach children to sing and drum the Nature song, Nels Mitchell tape;
- tell orally, and act out, the Story of Coyote Juggles his Eyes, which teaches (among other things) about trees and their ecological zones.
- go on a trip up Adams Plateau (where there are lodgepole pine trees) and make st7iqw'al'qw (lodgepole pine cambium);
- collect plants (especially flowers) in plant press and make a plant collection of flowers and leaves or whole plants which students can name and label.
- have the children make a portfolio of dried and pressed plants and label them;
- gather Indian hemp (spets'en) in fall and show children how to make rope;
- draw pictures of impressions from field trips, go over them with teacher;
- make Indian Ice Cream in class;
- invite elder to share knowledge of plants and plant foods;

- have an earth oven cook-out and share food with families.

6. Learning Resources:

- ⇒ real plants in nature and brought to class;
- ⇒ plant press (can be purchased at the Learning Link, Kamloops or made as follows: cut about 8-10 sheets of 1/2 inch plywood. stack on top of one another, put sheets of newspaper in between. Plants can be put in between each sheet of plywood. When the press is full, or after collecting, tie the package with a piece of string and store in a cool dry place).
- ⇒ wild flowers, wild plants, etc.
- ⇒ mounted plants;
- ⇒ First Nations plant books (as teachers' resource):
 - Lloyd, Parish and Coupe, 1996, Southern Interior Plant Guide
 - Nancy Turner and Marianne Ignace, Secwepemc Ethnobotany (in preparation);
- ⇒ Secwepemc-kuc (Ethnobotany CD-Rom), SCES;
- ⇒ SCES pitcooking book;
- ⇒ elders who come into class and share their knowledge of plants.

7. Suggested Assessment Strategies:

- ◆ Through observation of children during activities in the classroom;
- ◆ TPR check-lists
- ◆ pictures drawn by children;
- ◆ collage of flowers and plants or pressed flowers.

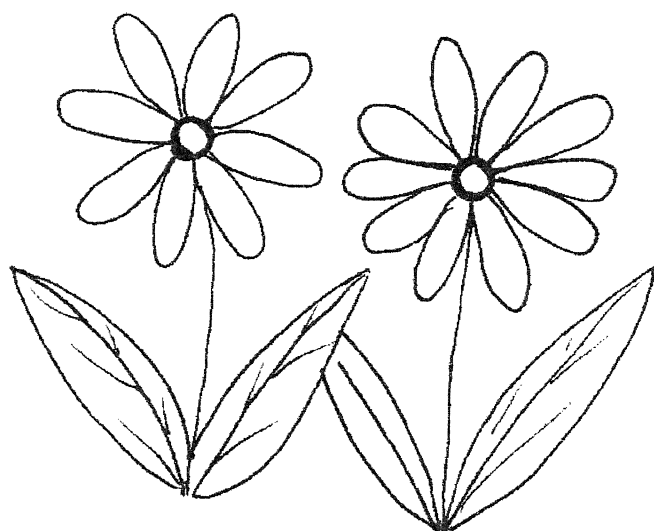
8. Language Content:

Nouns and verbs:

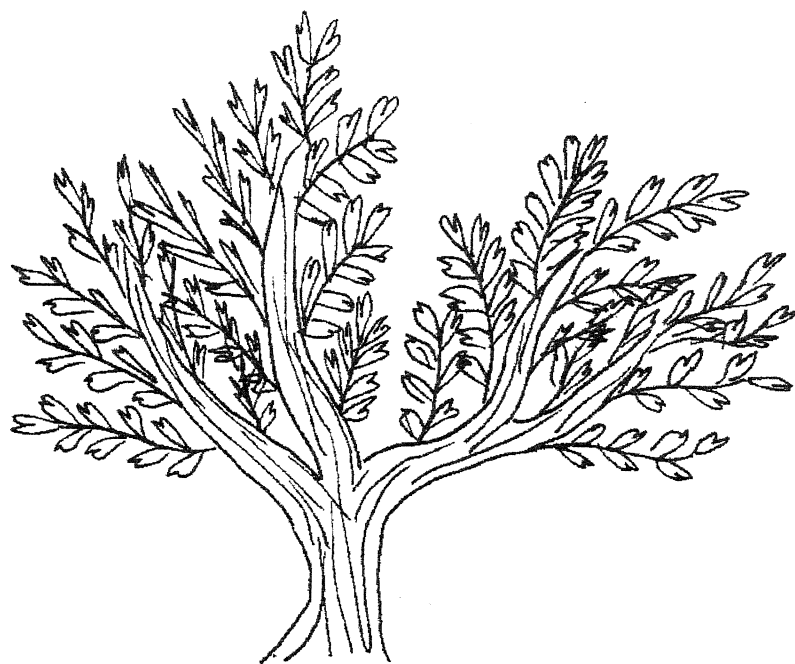
skwakwína - wild potato
 a7llq - to dig
 pátsa - digging stick
 speqpáq - berries
 speqpeq7úwi - saskatoon berries
 stsáqwu - black-caps
 sxúsa - soap-berries
 qwláwa - wild onions
 sts7a7kw' - flower
 supúlecw - grass
 káwku - sage
 gayú7 - carrot
 tsáts'elq - balsam root
 k'úla - to make
 k'ult - to grow
 qw'láwa - to pick
 kw'anllq - to garden
 ckw'anllqten - garden
 tsrap - tree
 tsq'allp - fir tree
 qwli7t - lodgepole pine, jackpine
 st7íqw'eíqw - lodgepole pine cambium
 qwllín - birch
 mimc - basket
 spáts'en - Indian hemp

Phrases:

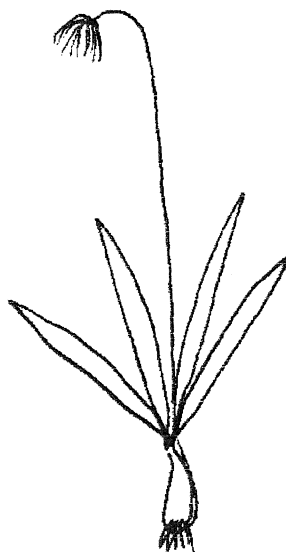
Piqwata yiri7 _____. Look at this _____ (plant)
 cw7it te _____na7álya. - there is lots of _____here.
 la7 ra skwakwína (qwláwa, speqpáq) The Indian potatoes are
 good (wild onions, berries).
 T'há7a k k'últes ra _____? Where does _____grow?
 Ma7 k'úla-kt tek sxúsa (st7íqw'eíqw) - let's make some Indian ice
 cream (cambium).



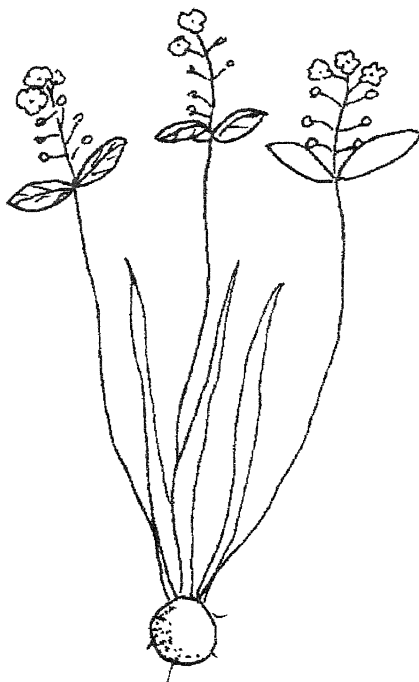
sts7a7kw' yi7ána



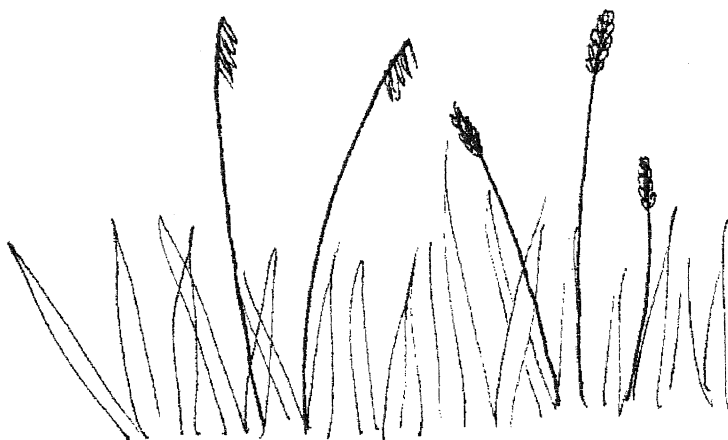
Tsrap yi7ána. Mulc ri7 sts7amátsta.



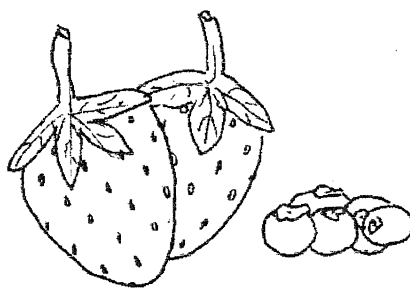
Qwłáwa yi7ána. La7 te stsíllen.



Skakwína ri7. Ma7 á7llqenc a qáptsmes.



supúlecw ri7



Speqpáq yi7ána. Me7 súcwacw ra tqitq'a all ra wenáx!

Unit 12: Ra setsína all ra sllekmáwes: Traditional Song and Game

1. Unit Objective:

The objectives of this unit are to introduce the students to the appreciation of the Secwepemc traditional songs and games, including dance songs, nature songs and berry picking/ travelling songs, as well as bone-game songs. This includes appreciation and some understanding of the lyrics, melodies, rhythm and beat of these kinds of songs, their relationship to Secwepemc culture and people's sense of nature. Students will also appreciate the existence and manner of playing the traditional bone game, llek'mews.

2. Rationale

Along with the other Interior Salish peoples, the Secwepemc had their own traditional ways of expressing and shaping their culture through their songs, dances, and cultural activities like bone games. Bone games were an important way in the old days to keep social ties between villages, to redistribute goods, and to provide comfort and purpose for families and guests at funerals.

3. Time

This unit can be taught as a distinct unit of 2-3 weeks/50 min./day, or the material can be incorporated into other units.

4. Learning Outcomes:

After this unit, it is expected that the students will:

- * appreciate the aesthetic features of Interior Salish and Secwepemc music (melodies, rhythm, lyrics, beat);
- * develop their sense of rhythm, beat, and melody in general;
- * accompany a song by beating on a drum;
- * sing in groups one or more Secwepemc songs;

- * recognize the Secwepemc bone game;
- * recognize bone game songs as different from other kinds of songs (by beat and rhythm);
- * understand the basic principles of playing the bone game (llek'mews).

5. Learning Activities:

- listen to songs in class; have children dance to them, and experience rhythm of different kinds of songs;
- practice performance of songs by singing along with tape; have one or more students take turns with drumming as well; children can also tap on their desks or use makeshift drums, or clap.
- Teacher (or visiting elder) drums with song and sings, students join in;
- watch bone game video tape;
- have bone game in class or community, after children have learned at least one bone game song; involve elders and other bone-game players;
- have children perform song(s) at school; or in the community at special functions or at assembly.

Learning Resources:

- ⇒ drum(s) and drum stick(s);
- ⇒ set of bones (2 sets of 2), counting sticks, boards and beating sticks;
- ⇒ vocabulary and pictures in Secwepemc Language Package;
- ⇒ bring in an elder who plays and drums songs;
- ⇒ class drum and/or drums which students have made or have been made for them;

⇒ bone game tape;

⇒ taped songs in curriculum kit (Nels Mitchell; Louisa Basil; Ethel Billy; James Teit songs).

7. Suggested Assessment Strategies:

- ◆ as before, through observation in classroom;
- ◆ child's performance in group.

8. Language Content:

setsína - to sing

setsínten - song

pumín - drum

puwum - to drum

pumáka7 - drum stick

cuý a setsína-kt - let's sing!

llekmáwes - bone game

tsúqw'ata! - shoot (point)!

t'cwum - to bet, to win

sáysa - to play

(plus lyrics of/ words of specific songs)

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